

PERSONAL

Like everyone else I was totally entranced by Stephen Spielberg's blockbusting box-office super-success fantasy film about the wizened extra-terrestrial creature who becomes Secretary of State for Education.

Despite the intense Hollywood hype, the film *KJ* really is, as several film critics have pointed out, a modern classic fairy-tale or pantomime, and it is small wonder that a multi-million dollar industry has grown out of it selling *KJ* dolls, *KJ* key rings, *KJ* T-shirts and *KJ* exercise book covers. One enterprising firm has even started selling teachers *KJ* sticks of chalk, the ends of which are shaped in the familiar wrinkled *KJ* puzzled features. It integrates when used.

I do not want to spoil the fun for those few who have not yet managed to see the actual film, but *KJ* so moves the audience to laughter and tears that I am sure filmgoers will be trying to explain its success for years to come. Incidentally it is much more enjoyable to see the film in a cinema rather than watch one of the poor quality illicit videos currently circulating. Months ago I was

offered just such a pirate copy by a DES civil servant in a dirty Christian Dior mac with the X-rated *Confessions of a Mandarin* on the flip side, but I turned it down.

The film *KJ* has all the ingredients of the classic fairy tale: a central character bewildered at the beginning of the film to find himself in alien surroundings at the DES, two oriental villains Boi-Son and Norm-An who pretend to befriend him, and a gormless clown Willie, brilliantly played by an unknown but rising star, junior education minister William Shelton, fresh from his triumph in the latest British comedy *Carry on Cruisin'*. There is even a blonde heroine, Marg, newly returned from a crying tour of Europe where she wept at the Berlin Wall, blubbered at the EEC summit meeting, and cascaded in tears at the DES after the Clegg salary award.

Even before *KJ* has learned to speak any words at all people in the audience are on the edge of their seats, wondering whether successive deputations from the NUT, NAS, NAHT, local authorities and university vice-chancellors will spot that he is an outer-galactic alien, but



Ted Wragg

fortunately for us they take his total silence to all their pleas to be either obstinacy or profound reflection, and to our relief he survives a few easy scares.

One of the most moving moments in the film comes when he utters his initial croaking attempts at speech. Under tutelage from the faithful Marg he slowly articulates his first words "KJ phone home". Unfortunately British Telecom and the DES switchboard connect him to the

Speaking Clock, so he makes it a junior minister.

Undeterred he uses his immense brain power to construct a trans-galactic communication device from a few bits of metal and some string, which successfully links him with his fellow extraterrestrials. At this moment in the film I am not ashamed to say that we adults in the cinema, fingers tightly around the throat of our *KJ* dolls, were close to tears. Marg was up to her waist in them. Thinking, as ever, of the children, *KJ* promptly persuades the MSC to provide thousands of unemployed proles to mass-produce his metal and string communication device, and spends four billion pounds of DES money installing one in every school, in case pupils should wish to phone the planet Zarg.

Meanwhile the evil oriental duo, Boi-Son and Norm-An, while feigning friendship, seek to discredit *KJ*. Boi-Son, to hisses and boos from the audience, persuades *KJ* that in order to return home he needs to invest vast sums of money buying a set of vouchers (Oh yes he does, oh no he doesn't). Norm-An tells him that, if only he will believe, he can sit astride a bicycle and fly through

the air like Mary Poppins. Unfortunately he romances straight into the Thames, as Norm-An has given him a rucksack instead of a parachute.

The climax of the film comes as a team of doctors debate if it is scientifically possible for someone with a zero EEG reading to function as a minister, when in bounds Willie, the gormless clown, confirming that it is. At this moment *KJ* awakes, sits bolt upright, puts Willie in charge of information technology, though neither knows what it is, and announces over and over again in his croaky voice, "KJ go home, KJ go home".

Finally, to the immense relief of the audience, and I saw hard-bitten teacher unionists and chief education officers on their feet unashamedly cheering at this point, *KJ* is finally rescued. The kindly and attentive Marg, loyal to the last, helps him aboard the spacecraft, and, a shoe on each ear and jacket on back to front, he leaves the DES to the sound of the *KJ* theme. At last Baron *KJ* is reunited with his fellows in the House of Lords four million light years away, and the pantomime season is over.

NORTH OF ENGLAND NOTEBOOK

Toxteth to Brussels: Liverpool puts on a brave face and a good show

Everybody takes their own agenda to a conference like the North of England, whatever it says on the programme, and that was never more true than last week at Liverpool.

For the hosts, taking Buggins' turn at organizing the event seems to have been a relief from the more intractable task of reorganizing the secondary schools, thinking about Toxteth or Croxteth, or working out any real reply to the strictures of HMI and the Secretary of State.

In any event, the committee had decided to look outward for a subject - to 10 years within the EEC - rather than inward (eg 10 years of political stalemate). Whether, or not the European message grabbed the audience where it mattered, the strategy paid off. Liverpool was the liveliest N of E for several years back, with nearly 500 packed into the Adelphi Hotel's Alotree suite.

Maybe it was that historic, glided ambience - the sudden drama of the Grand National, the Titanic passengers' last night on shore - that helped things along. Maybe Liverpool could run the proverbial whelk stall after all. But by the last day it had clearly been a triumphant morale booster for Ken Antcliffe, a director of education who has had more than his share of tribulations. (Only one speaker failed to turn up.

NEXT WEEK

Comprehensive performance: the full findings of what claims to be the largest survey of school leavers ever conducted in the UK. The report concentrates on Scotland, where genuine, unexamined comprehensive education is furthest advanced, to compare selective and non-selective systems; to find out whether comprehensive give working class children a better chance; and to examine why some schools are much better than others irrespective of intake.

Books: Kevin Crockley-Holland on parallels between the industrial revolution in Britain and its counterpart in Japan. Economics and business studies. Third World.

Lilian Vohn from the Danish Ministry of Education, who went down with a nasty dose of flu just as her compatriot was sailing his fishing boat into British territorial waters.

So far as the home-grown politicians were concerned, it was a chance for the recently deposed education chairman Richard Kemp, to pop up on platforms again, since he had been left in place as chairman of the organizing committee.

Meanwhile, his successor (and predecessor) Mike Storey kept a lowish profile until the closing minutes, when he pressed a large brown envelope into the hand of the departing Secretary of State at the Adelphi front door.

This contained, he explained, the plan for Liverpool's secondary reorganization. On closer questioning, this turned out to be more a restatement of the problems and the options.

Whether or not things were moving on the reorganization front, the DES had its own simple agenda. It turned up in force and depth to lift Liverpool morale. Led by Sir James Hamilton, at his last North of England conference as Permanent Secretary, the team that cared included all three Deputy Secretaries, senior chief inspector Sheila Browne, Nick Stuart (the Under Secretary who has been grappling with the Liverpool impasse), a couple of Assistant Secretaries from planning and international relations for the European connexion, the chief information officer and all.

What the DES is secretly hoping for in Liverpool is a Labour victory in the metropolitan district elections in May. Not, of course, because of personal political views, or even because it would produce a ruling party more markedly mature or glib than the present set-up. All the officials are praying for now is any political majority that can produce a plan, any plan, and Labour seems the most hopeful prospect.

If that doesn't happen, and since the advice is that the DES doesn't have the power to send in Commissioners, the only remedy would be through the courts. And since nobody believes that a legal order to



Sir Keith Joseph: not to be diverted from standards

carry out a directive would get any one much further, that is not a desirable remedy.

For the other members of the conference, however, this particular logjam had little bearing on their presence. Even on the tenth anniversary of Britain's entry into the European Community, it was clearly a rare opportunity for the team that Hywel Jones brought over from Brussels to have such a large and captive audience from central and local government.

James himself, the Commission's director of employment, social affairs and education, socked it to them on European education, student exchange, and the dramatic drop in *assimilation*.

For the rest, the only message that broke through the language barrier came from Gerhard Weibull of West Germany. This was not just because his English was the best (and certainly better than the German, French or Dutch of the audience), but because he talked a lot of sense about the transition from school to working life - and that was the subject that everybody wanted to hear about.

Work and the lack of it was the

subject on the hidden agenda that made the conference take fire. It was the theme of the conference's three star performers - David Sheppard, the Bishop of Liverpool; Josie Farrington, Labour chairman of Lancashire's education committee; and EEC Commissioner Ivor Richard - and for all of them the message was the same: what use are transitional projects and vocational training in the schools if there are no jobs at the end? What was needed in an area like Liverpool was more public services.

As the fiery Mrs Farrington pointed out after her intervention from the floor, people from the i.e.a.s had turned up at the conference because there were issues that they needed to discuss. And the issue that concerned her and many others the most related to the David Young proposals on vocational education in the schools. What would the guidelines be? Could the i.e.a.s have an effective say? Couldn't any i.e.a. improve provision given £4,000 a pupil? What about the MSC's disturbing attitudes on political education?

None of this, of course, made the slightest impression on Sir Keith Joseph, who flew virtually straight in from the United States to the platform, without stopping to be briefed by the senior officials, twittering anxiously at the ready. Once

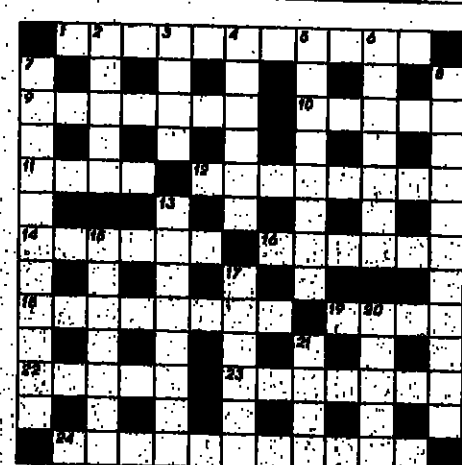
there, he was not to be diverted from making the same speech as last year about standards and the need to get rid of bad heads. "I thought I was sleep-walking," remarked one observer, overcome by the *deja-vu*.

Beside him on the platform, stuck just as firmly in his own time-war, was that well-known local MP, former Prime Minister and president of the conference, Sir Harold Wilson. Since the Adelphi is his familiar stamping ground on election nights, he could perhaps be forgiven for taking the chance when he opened the conference to launch on the usual selection of anecdotes, under the broad umbrella of "education as I see it from the family point of view."

This proved to be a simple family tale of ordinary folk who sat the 11-plus, went to grammar school and Oxford, and later founded the Open University. All very nostalgic first time round, though some of the audience stirred appreciatively when he embarked on the same routine with Monty Python's *Monty Python's Flying Circus*. Sir Keith could take questions from the floor. Still, as the Lord Mayor warned on the opening night: "If we get into a political argy-bargy we'll never get anywhere." In Liverpool, they should know.

Patricia Rowan

No 84 CROSSWORD by Rufus



Down

- Ordinary people have a lot about it (5)
- Outstanding feature (4)
- Eastern country that one may willingly leave (6)
- Cudger is source of shame (8)
- Show of affection for which one gets no credit (7)
- Heads on under ground movement (11)

Across

- Less popular record brings back complaints (7,4)
- It's clear I've been set back by depression (7)
- Side-track to wind the start of trouble (5)
- Where those for the heavy were always laid (4)
- A brief way to encourage a beginner (8)
- Not the "the crowd for" in start (6)
- Stream it's money on account (6)
- Some response shown for fashion creation (8)
- Thrash in the return game (4)
- Previously found in order (5)
- Ends an interview arrangement (7)
- Still oneself (4,7)

Solution to puzzle no. 83.

Across: 1. *Unpopular* 2. *Depression* 3. *Side-track* 4. *Where* 5. *Heavy* 6. *Beginner* 7. *Stream* 8. *Money* 9. *Thrash* 10. *Previously* 11. *Ends* 12. *Still*

Down: 1. *Ordinary* 2. *Outstanding* 3. *Eastern* 4. *Cudger* 5. *Show* 6. *Heads*



APU report

Far-reaching implications for teachers of all subjects are contained in the latest report from the Government's Assessment of Performance Unit, which was published this week.

Poor relations

Hard working pupils in comprehensives can be socially ostracized, according to a new study

£25m gap in budget

by Sarah Bayliss

The TES also established that a similar gap exists in the financial year just ending, between the DES assessment of need and what the council is actually spending on schools and colleges. Spending in 1982-83 is expected to be about £216m compared with the education GRE of £241m.

According to figures obtained by The TES, Birmingham's planned spending of £222m for 1983-84 is £25m below its grant related expenditure assessment for education - the figure the DES calculates Birmingham needs to spend to provide an average level of service given its circumstances. That figure is £247m.

Comprehensives

Scottish research compares established comprehensives with the rest of the system and finds they produce better average standards but fewer top achievers.

Books/Arts

Reviews of Milton's life, Shakespeare's stagecraft, the BBC's *Dombey and Son*, the Romney underworld, the industrial revolution in Japan, A.C.H. Halsey examines a new book on deprivation, and Brian Morton surveys American culture with the aid of some recent Penguins.

THIS WEEK

COMMENT 2
PLATFORM 2
PRIMARY AND PRE-SCHOOL 10
SCHOOL TO WORK 16
OVERSEAS NEWS 20,21
LETTERS 22,23
ENDPAGES 38,39
PERSONAL ARTISTIDES AND CROSSWORD 88
CLASSIFIED 40

Euro boost for multicultural supporters

from Bob Doe in Strasbourg

A change of direction which emerged at a Council of Europe meeting this week could give new support to efforts to promote multicultural education in the United Kingdom.

The new approach will give significant backing to the lobby which wishes to extend multicultural education to all pupils, not just to those in areas where minority groups are concentrated.

The council has been encouraging education for migrants to sustain their language and culture. But at a European meeting this week, experts from many member states pointed out that they were now having to accept that "guest workers" were a permanent feature of their populations. This, coupled with rising unemployment, is putting a great strain on race relations.

EXTRA

Economics and business studies 41-48

Resources/Media

A review of equipment and materials on show at the Association of Science Education's annual meeting

A rare glimpse of life at a unit for disruptive pupils (picture right) to be screened on ITV on Wednesday.

Job-split dangers forecast

by Hilary Wilce

The Government's pilot job-splitting scheme, which comes into force this month, could make it harder for teachers who want to share a job to negotiate a satisfactory arrangement, according to employment experts. The scheme also excludes many married women.

Ms Louise Jacob, of the New Ways to Work project, a London information centre for people interested in flexible working arrangements, said that at present most teachers who shared jobs had quite good agreements. "But the job-splitting scheme could well threaten teachers who are now trying to work out a job-sharing arrangement. They will have to be a lot more careful. Basically, it is now far more important that they get in touch with their union, or us, before signing anything."

The new job-splitting scheme is designed to encourage employers to split existing jobs into two part-time jobs by offering a government grant of £750 per job-split to employers. The grant offer is available to employers in both the public and private sectors, and is therefore available to local education authorities.

Both the Equal Opportunities Commission and the New Ways to Work project have published strong criticisms of the scheme. Job-splitting lacks most of the safeguards for employment which job-sharing can provide, the EOC says.

The scheme only requires that people work for 15 hours a week, and this could leave partners uncovered by employment protection legislation, which requires that people work at least 16 hours a week. People could also find themselves losing out on paid holidays, bank holidays, paid sick leave and parental leave, and either excluded from a pension scheme, or with a downgraded pension entitlement.

The scheme is also potentially discriminatory, the EOC says. The part-time jobs created must be offered to people who are wholly unemployed and receiving unemployment or supplementary benefit, or to present employees under formal notice of redundancy or holding one of the full-time jobs to be split.

"One group completely excluded are those who have opted to pay the married women's reduced rate of national insurance, and as a result are barred from claiming unemployment benefit," the EOC says. It points out that married and cohabiting women cannot claim supplementary benefit, which further excludes women from the scheme.

Job-sharing is slowly gaining ground in the teaching profession, although there is still much union opposition. Sheffield, which last year invited teachers to show an interest in job-sharing, now has about 50 teachers sharing jobs.



Kayak training among the ice floes of eastern Greenland for a group of young explorers last summer. And tomorrow a further team leaves for a gruelling winter in Greenland, on the second phase of the British Schools Exploring Society's golden jubilee expedition. Fifty years of schools' exploring, 8 and 9.

Photo by Rupert Gray





EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Comprehensive facts and fictions

It is a fact of life that social science usually contrives to raise as many questions as it answers. Evidence can be collected which points this way or that, but because of the complexity of the factors which bear upon the processes of teaching and learning, answers without equivocation or qualification are few and far between. If you are like Dr Rhodes Boyson this will only confirm your prejudice against social science, and enhance your preference for seat-of-the-pants judgments on issues of great moment. If, on the other hand you hesitate to rush to judgment, you will find much interest in the study of Scottish education financed by the Social Science Research Council under the title *Reconstructions of Secondary Education*.

Messrs Gray, McPherson and Raffie carried out an extensive survey of Scottish secondary schools in 1975-76, comparing what they found out about pupils in a sample of comprehensive schools with similar information about the rest of the Scottish system. The result (see page 27) is a mine of interesting and suggestive information, much of it relevant to the merits (and demerits) of comprehensive methods of organizing secondary education, but ultimately inconclusive because nobody can prove the link between any particular educational outcome and any particular organizational model.

This book tells us a lot about Scottish schools at the time the snapshot was taken: in particular, it examines the record of the established, uncreated comprehensive schools, estimated by the authors as no more than a third of those nominally "comprehensive" when their chosen intake of pupils transferred to secondary school. These were the heirs and successors of the former Scottish "omnibus" schools - the non-selective schools which were always held up to ignorant Sassenachs as the democratic pride and joy of Scottish education long before comprehensive schools became a party political shibboleth in the

mid-1960s.

The comparative methods which are used are in themselves controversial. By restricting their definition of comprehensive to those schools which had a fully non-selective intake in 1970 and were right outside the catchment area of any other maintained or grant aided school, they composed the most favourable sample of comprehensives. By including all the rest of the so-called comprehensives in the selective group, together with what in English parlance would be called grammar, secondary modern, and direct grant, they open up a number of questions. This is not by any means a new problem. It is the same statistical difficulty which faced the assiduous Mr R W Baldwin who put forward comparisons of exam results between English comprehensive schools and the remaining grammar and modern schools a few years ago. He, too, had to make some important assumptions about the creamed comprehensives. The Scottish exercise at least throws up two comparative groups of schools with similar social composition. It has to be said, however, that by doing it this way, the authors have lumbered the selective system with all the large urban concentrations of social disadvantage and educational underperformance.

In terms of academic performance, the comprehensives achieve slightly better average results while the rest have more students who obtain no qualifications and also more who do outstandingly well. This seems to be because the small grant aided sector is (rightly) included. It is clearly a matter of social and political judgment whether the better results in the middle of the ability range should be regarded as more or less desirable than somewhat better performance at the top and worse at the bottom. The message of this study must be that Scottish parents who want their sons and daughters to get into medical school, would be wise to choose a school which corresponds to the former grant aided. (But even

here, simple cause and effect cannot be asserted without qualification).

One interesting finding concerns the links between social class and educational inequality. The social class factor is clearly obvious in both the samples under study, but is less emphatic in the comprehensives. Checking back with data from the early '60s, the authors found that this was already characteristic of the "omnibus" schools; in fact in 1962-63 middle-class students performed only marginally better than students from working-class homes. By 1975-76 this gap had widened considerably, but was still much smaller than in the rest of the system.

It is difficult to see the study offering much reliable ammunition for polemicists in the comprehensive debate (though this will not deter them from laying hands on anything they can find).

This rings an obvious chord with another study published this week (page 13). This looks at peer group pressures against scholarly activities in a Midland comprehensive and paints exactly the picture which opponents of the comprehensive school are most readily disposed to believe. There is no doubt about the force which such pressure can exert, especially in unfavourable social circumstances, nor yet the effort required from heads and teachers to combat it. This social pressure has always been advanced as one reason for preserving a selective exit to enable brighter children to be offered a more supportive, more "sponsoring" school environment where academic work is not regarded as a sign of weakness. But the damage extends far beyond the top "academic" layer: in the circumstances described by Mr Glenn Turner it would be difficult to imagine secondary modern schools which were any great shakes, although presumably exponents of the technical/vocational option would argue that given a less academic curriculum the less academic young people would do better.

COMMENT

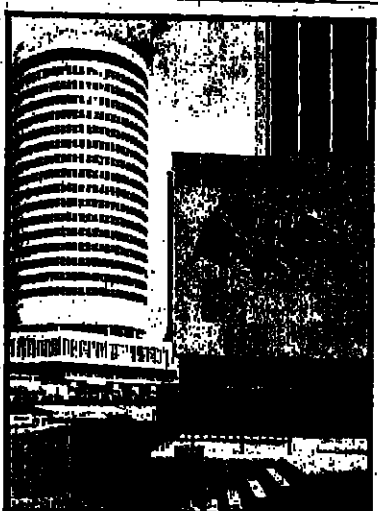
Meanness in the Midlands

Before the Good Housekeeping seal of approval is awarded to Birmingham i.e., for creating teacher jobs while lowering the rates (page 1), a closer examination of its budget might be helpful.

Although rolls are falling, £4m extra is to be spent on education with 400 more teachers and capitalisation up by 14 per cent. One might say that this is being largely financed with the £3m saved by persuading the dustmen to tender for their own service. So far so good.

The rates are also to be cut by 12 per cent, another good way of getting to the top of the Conservative class. But the £24m which that will cost is not all being found by careful budgeting and competition. Although £10m of it comes out of the balances, carefully put by for a rainy day (such as May 5 when one-third of the Councilors are up for election?), another £14m comes from extra money Birmingham has won on the RSG roundabouts this year.

It will not provide as much extra for education as there would have been if Birmingham were to spend the £12 million more needed to reach its overall spending target. Nor yet will it bring Birmingham up to the estimate of Grant-Related Expenditure (GRE) for education - the amount needed to provide a "standard level of service". That would require another £25 million. According to those calculations of basic needs, Birmingham has been under-spending the education slice before GREs were thought of, and



The Rotunda in Birmingham's Bull Ring development

this year's £4m extra is, therefore, only being added to a base which is too low even by the official standards of calculation. In fact, the gap between education spending and education GRE was exactly the same last year under a Labour local administration, and it is believed that Birmingham has spent on other services at the expense of education in the past. Birmingham councillors have regularly put the level of the rates before the essential needs of the education service. In the circumstances it is at least something to get a £4 million increase but it is nothing to write home about.

It is interesting that, despite boasts about the extra £4m, Birmingham was one of the few authorities not to respond to the survey on spending carried out by the NAS/ UWT (page 14). That too has come out with some surprising findings about what is cutting the most this year.

The key of the door?

"Education is the key to the fairer and more prosperous and self-confident society Social Democrats are working for." Such an unfashionable and optimistic declaration could only emanate from one source, and very refreshing it is too (page 5). The SDP's revised education paper strikes many notes which will find echoes in the education community. But, then, it isn't difficult to set out a shopping list of desirable improvements - more nursery education, more in-service training, an expansion of higher education, a universal benefit scheme for students of 16 and over, a coordinated youth training scheme brought under the DES.

There is much here which would win wide support and, indeed, would stand a sporting chance of recreating the consensus on educational policy which has been shattered by the extremist tendencies in both Labour and the Conservatives. Carrying it through, however, would depend on the economic policies of an SDP/Alliance Chancellor, and it is important to know, therefore, how rigorously the SDP is prepared to cost its total programme - something opposition parties are seldom particularly honest about.

The SDP does at least make an attempt to be realistic: the promise is to put back into education the £1,000 millions a year which the present Government will have cut by 1984-5. Half of this could go into the Rate Support Grant to ease the pressure on L.E.A.s and make them more responsive to the forward policies of an SDP Government. Half

would be used to make a start on the enlarged provision for student support and higher education.

Universal student benefit would, in fact, come very expensive, but the main lines of the proposed policy on higher education must make a lot of sense in a world which is clearly not going to need - or sustain - as many man-years of labour as it has in the past.

The SDP believe that they can have an active and policy-directing Secretary of State without giving him greater explicit powers. They want to review local government finance but their object is to enhance local autonomy, not central control. They believe the Secretary of State's powers and influence would be adequate if only there were a bit more in the Block Grant to oil the works. It is a point of view, but one which is posited on an improbable premise - an ample flow of public funds. There is a cryptic paragraph which refers to the Secretary of State's existing powers to make grants for pump-priming purposes - a reference presumably to money distributed under the Urban Programme; it avoids any direct reference to "specific grants", one of the issues on which the local authorities roundly trounced Mrs Shirley Williams. The SDP should come clean on this: do they now support a definite policy of specific grants, or is this just another piece of fudge?

no comment

"After Cambridge Muggingidge portered aimlessly, working as a school teacher in Birmingham." From an Observer profile of Malcolm Muggingidge.

Second opinion We can't walk away from micro

It seems that I have spent a part of the past 10 years arguing the case for spending money on extending the use of computers in education and training. First, from 1969 until 1973, pressed for what became National Development Programme in Computer Assisted Learning ran from then until the end of exactly the planned five years, exactly the money allocated, was one of the most effective development programmes we ever had in education. However, there were no schools, its cupboard, no outbreath academic infighting and no confrontations worth speaking of didn't get a lot of publicity.

From 1978 (the year of "New Chips are Down") until 1980, I argued the case for microelectronics in education. That led to the British Microelectronics Development Programme and the Microelectronics Education Programme for the rest of the UK, together with related Department of Education "Micros in Schools" scheme. MEP only runs until March 1981. It therefore seems to me a moment to recall what the programmes were intended to achieve. Their aim, in the broadest terms, is to ensure that all young people gain awareness of the potential of microelectronics and its familiarity with computers and microelectronic systems and that some young people acquire the foundations needed for further studies in electronics and computer science.

These aims are not primarily concerned with improving the quality of the teaching and learning process. Microelectronics in education often does just that, but what does it is an incidental gain, an unenvied benefit. The fundamental argument is that microelectronics is going to be, already, a major instrument of change in our society.

That is why I believe that Microelectronics Education Programme will be needed for the foreseeable future. The actual shape of the programme should, as time passes, change continually; as the technology will change, the applications will change, and the educational programme must also. This is not an area where we can prime the pump and then let it run away; I can promise the Department of Industry, with a fair degree of confidence, that by the time we have finished helping primary schools to get their first general microcomputers there will be over three new devices which they need to help schools to acquire, incidentally (or perhaps positively from their standpoint) helping to establish a UK manufacturing capability.

If we are going to try to keep with the front-runners in this we cannot, as we have so often done in the past, treat the school as a technological annex to the Science Museum. And, equally, I cannot see the Education Department, when the present round of in-service training is complete, the whole will have changed so radically that another round will be essential.

The responsible Minister has already announced an independent future for the Scottish programme. I hope we will not have long to wait for a corresponding announcement for the rest of the UK.

Geoffrey Hubbard

Geoffrey Hubbard is director of Council for Educational Technology.

Legal problem

The Inner London Education Authority will run the risk of legal action unless it raises the price of school meals from 35 pence in the coming year, according to legal advice it has received.

The advice comes as the authority is preparing a standstill budget of between £230m and £250m for 1983-84, well above its expenditure guide of £260m, which is the grant related expenditure assessment (GRE) set by the DES.

Sentence on boy who laced teacher's coffee upsets union

A teachers' union is planning to protest over magistrates who gave a conditional discharge to a 15-year-old boy who laced his teacher's coffee with turpentine substitute.

The boy, from a comprehensive in South Shields, admitted maliciously administering a noxious substance with intent to injure, annoy or aggrieve and was ordered to pay £24 costs by a juvenile court at Hebburn, South Tyneside.

After drinking two cups of the contaminated coffee the teacher felt sick and dizzy, the court heard.

Mr Colin McInnes, regional official of the National Association of Schoolmasters/Union of Women Teachers, to which the woman teacher concerned belonged, said his union was considering making representations to the chairman of the local magistrates and clerk of the court over the leniency of the sentence.

Magistrates were told the boy had been visiting the teacher's class and had wrung out a sponge soaked in turpentine substitute into a coffee cup he found in a cupboard.

After the incident, the boy was suspended from school for five days. The teacher has since moved to a new job.

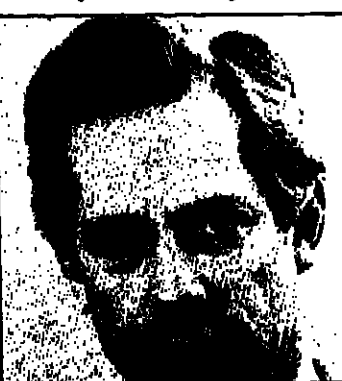
Mr McInnes said: "It is completely unsatisfactory as a sentence. The

courts must protect teachers from incidents of this kind. The turpentine substitute may not have been dangerous but it could have been the weedkiller Paraquat. The boy was a 15-year-old and knew what he was doing."

During the case, the boy's solicitor said there had been no sinister intention to harm the teachers. The incident had been a "stupid prank".

Corporate management 'is sapping public confidence'

by Sarah Bayliss



Richard Knight: openly critical of deputy chief executive.

To add to the burden, such authorities often dispensed with deputy education officers because it was assumed that all deputies merely stood in when the chief was away and that they did not have a real job, sharing responsibilities. Chief officers have to do twice as much in the same amount of time with the right arm amputated.

Later Mr Knight told the TES he was drawing on his own experience in Bradford - where corporate management operated in quite a pure form - as well as his observations of other authorities. He was responsible for leisure as well as education and was a member of the senior management team. "It means you have to work damn hard," he said.

Personally, he did not have enough time to take a lead in new initiatives for education and since he had no deputy, he had to delegate "absolutely" to people lower down. "In my case they are terrific people who take on far more than their duty calls because they enjoy the responsibility. But they burn themselves out." Mr Knight conceded that he had experienced some advantages. "Apart from working more closely with colleagues from other disciplines, I have acquired a knowledge

of financial matters without which it would be difficult to survive in the current climate. I have participated at all the policy-making levels and bodies where officers are involved. Unfortunately not everyone can say so much."

He went on to suggest that when spending decisions had to be made, corporate planning often led to across-the-board cuts or alternatively spending increases; individual services were rarely singled out or given priority.

These decisions pleased no-one. "They have proved costly of officer time, they have not kept within the Department of Environment guidelines, they have not met the expectations of the service committees or the users." It also put a central group of officers and members in the front line for battles with the DOE and of criticisms from back-bench elected members, other staff and users of the public services.

In conclusion he said: "Advocated by Balns as an essential framework for the new authorities in 1974, corporate management particularly has not lived up to expectations and must have contributed significantly to public disillusionment."

He went on to catalogue the need for change in the financial base and organization of local government but central government's unwillingness to take action - perhaps because it believed local government hadn't the stamina to survive more change.

The relationship with central government was no longer a partnership; in recent years there had been major changes such as the creation of the Manpower Services Commission, the abolition of the Schools Council and the launching of the technical education programme, without any real negotiations. Proposals for vouchers and student loans were examples of the Government's intention to increase control of education.

ILEA transfer claim dismissed as nonsense

by Richard Garner

A pledge from the Inner London Education Authority that teachers would not be compulsorily transferred could cost more than £3m a year, according to a confidential paper prepared by the authority for its negotiations with the unions on a contract for the capital's 21,000 teachers.

However, the claim has been dismissed by Mr Bob Richardson, general secretary of the Inner London Teachers' Association of the National Union of Teachers and an executive member for Inner London, as "a nonsense statement".

The ILTA had been seeking a pledge that there would be no compulsory redundancies or transfers of full-time or part-time staff. At present, teachers who are not found suitable alternative posts are allowed to stay in their jobs for an extra year - but the system of transfer has led to a series of unofficial strikes by NUT London members. Most facing transfers are teachers on pay scale one.

However, according to the paper, it would have cost £3.3 million in 1982 if all the teachers designated for a move had stayed on.

The paper adds: "The withdrawal of the education officer's ability to redeploy teachers in accordance with the needs of the service would lead to wide disparities in education provision for pupils and the arbitrary use of valuable resources."

The paper offers the prospect of a voluntary redundancy scheme to teachers offering payments of up to £5,760 to teachers earning £10,000 a year if they want to leave their jobs.

Preliminary discussions have just begun with the teachers' unions. Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "If there are teachers who desperately want to get out and would be quite happy to go, I think no union felt it would stand in the way."



Head jailed for murder

Mr Michael Davies, aged 34, head of Great Chart primary school near Ashford, Kent, was jailed for life on Tuesday for the murder of Mrs Jennifer Burrell, a mother of two.

At Maidstone Crown Court Mr Davies (pictured above) and a girl aged 14, whom the judge ordered should not be identified, also admitted conspiracy to defraud in attempting to obtain £40,000 from Colonial Mutual Life Assurance Company by faking his drowning at sea.

The girl, who also admitted helping Davies to cover up the murder, was ordered to be placed in the care of Kent County Council.

Cut in living standards on the cards yet again

A union leader has conceded that teachers are likely to receive a cut in their living standards for the third consecutive year - and this before discussions on their pay claim have started.

Mr Fred Smithies, general secretary designate of the National Association of Schoolmasters/Union of Women Teachers, said: "There is a sporting chance that we are going to fail to get a real increase in salaries for a third year."

He added: "It would be foolish to think that 1983 will do other than 1982 which provided a re-run of 1981. In each of these years, teachers got poorer."

Pay settlements in the Burnham committee have lagged behind the rate of inflation ever since the pay award following the Clegg commission of inquiry into teachers' pay - which considered the teachers' 1979 pay claim but reported in 1980.

In an article in the *Socialist Teacher*, the magazine of the Socialist Teachers' Alliance, a left-wing group in the National Union of

Teachers, Mr Bernard Regan, Inner London executive member of the NUT, argues that his union "accepted NAS policy lock, stock and barrel" when it agreed to tone down its demand for a restoration of teachers' pay to the level set by the Houghton inquiry into teachers' pay in 1974 within two years and instead call for a staged return to proper professional salary levels.

The NUT should press for a united campaign amongst public sector unions committed "at least to protecting teachers' pay against inflation," he added.

"The details are important - if the members feel a claim is realistic and equitable then it greatly increases the chance of a real fight. A flat rate claim around an inflation figure might be a possible formulation."

Meanwhile, it became clear this week that teachers are unlikely to meet local education authorities to discuss this year's pay claim until the middle of next month.

It was hoped a date for a meeting could be fixed this week.

86% success in degree exams

A good record by any standard. But achieved, not by full-time students as you might expect, but by Wolsey Hall students studying part time and at home for London University honours degrees.

The secret? Just good, honest, very personal tuition, which, as any teacher knows, is the only answer.

Students have their own Tutor in each subject, their own Student Advisor throughout the course and comprehensive course material. Regular seminars are held and telephone contact with tutors is possible in many subjects. Studying at home no longer means studying alone.

The following London University courses are offered: BA Hons. English, French, History, Geography, Philosophy; LL.B., B.Sc. Econ, B.D., Diploma in Education. In addition a wide range of GCE courses for all Boards is available.

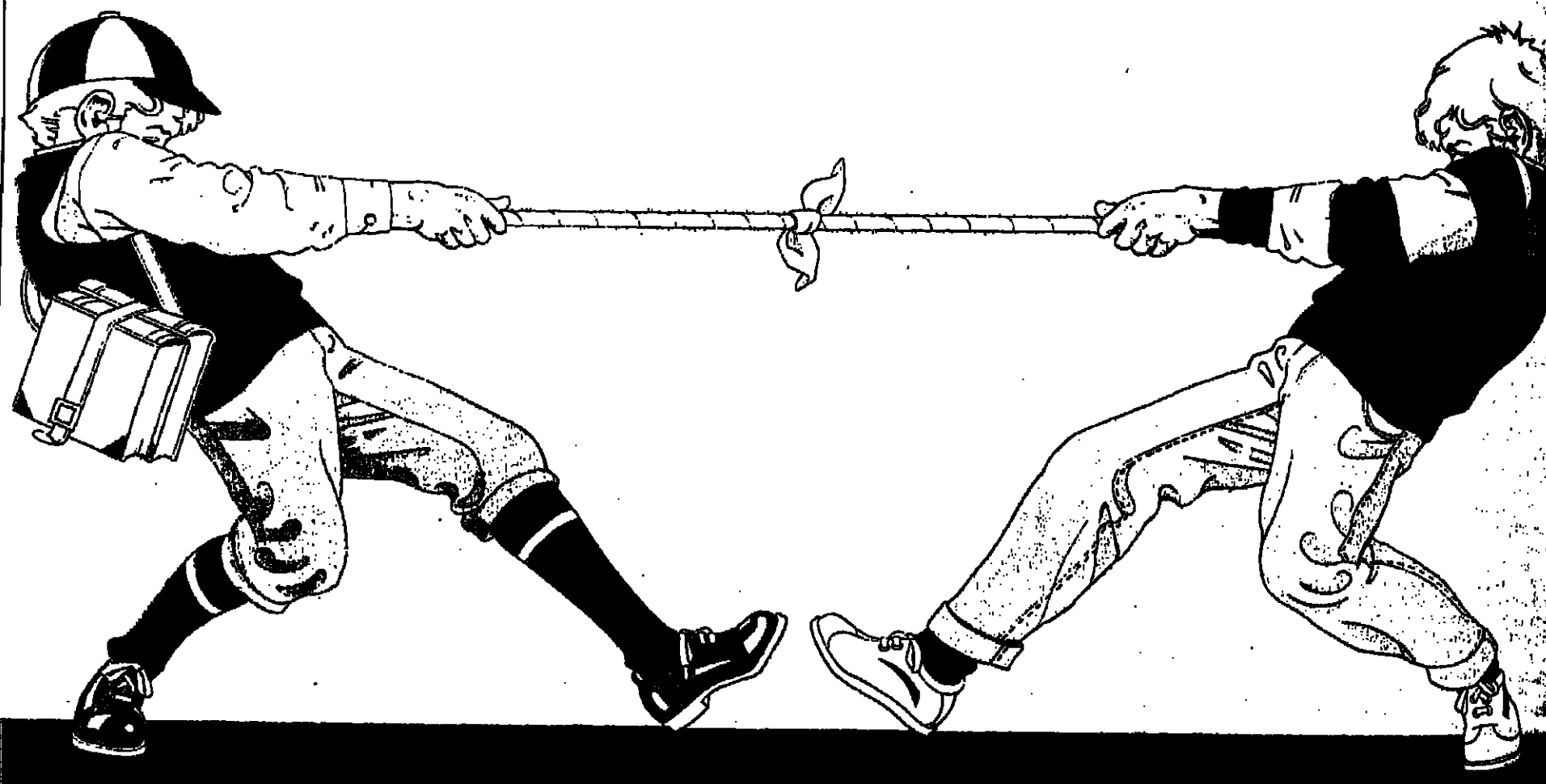
For full details please write or telephone, stating your exam of interest:

The Hon. Frank Fisher, CBE, MC, MA, Principal, Dept BD5, WOLSEY HALL, OXFORD OX2 6PR. Tel (0865) 54231 (24 hours)

Wolsey Hall
OXFORD

PLATFORM

Caught between opposing forces



In a recent article Maurice Holt wrote that the idea of a 14-19 sector of education wrapped round the MSC's technical schooling scheme "will establish cadres of disenfranchised youth who have been robbed of the chance of real education." I found myself deeply in sympathy with the concerns which he expressed, and I share his implied distrust of much of the educational philosophy of the present Government as it is projected by or through the Secretary of State and his Minister responsible for schools.

It is only too easy to believe that they consider that "proper" education which culminates in a university degree is appropriate for a small minority and is by definition expensive; that something of a good deal cheaper will do for the rest; and that it should consist of broadly vocational courses which will fit the participants to play their part in the process of "wealth-creation". That process is largely seen in terms of manufacture and commerce.

Sir Keith himself seemed at one stage to believe that he was the first to have noticed that the schools were failing to meet the needs of "the bottom 40 per cent". His concern for them is to be met by providing them with a "more appropriate curriculum" which must by definition be different from what we offer to those bound for universities. Since the latter slice of that age-group is calculated to be not more than 20 per cent of the most, there is still an awkward 40 per cent left in the middle. The problem of how and when we identify those who fall into these assumed categories is left unsolved.

As Maurice Holt implies, many of those who are engaged in the teaching process recognize that they are still far from offering all our school pupils effective and acceptable learning experiences. To that extent we agree with Sir Keith. And most would agree that high-stakes top-down knowledge does distort the curriculum for a very substantial proportion of school pupils, perhaps even for all of them. It is because of

Donald Frith argues that the opportunities offered by the technical education programme should be seized because they represent the Government's commitment to the idea that 'top down' academic learning should not be the only respected way to a career

this that the enormously long gestation period of the single examination at 16-plus has meant that to very many teachers it already looks out of date. And this is because the O-level standards which Sir Keith and many others are so anxious to preserve are standards as measured by top-down knowledge.

The growing lobby for graded tests and the apparatus of personal assessment itself originates from the desire of teachers to measure success against realistic, attainable and respectable criteria, rather than to measure failure against top-down criteria which are themselves defined in such a way as to ensure that only 20 per cent will succeed.

The fact is that schools are caught between two strong and opposing forces. On the one hand parents recognize that the present certificates which schools offer play a crucial part in determining job prospects, and employers unashamedly use those certificates as the first filter when they consider candidates for jobs, even if over a glass of beer they might admit that this is purely for convenience - an indication of general ability and application - and does not imply their assent to the actual content of the curriculum. That force is disregarded by schools at their peril.

On the other hand teachers recognize that conventional courses turn off a significant proportion of their pupils - and not necessarily only those of low ability. My own experience with youngsters on YOP programmes in the late 70's showed how much growth in self-confidence and capacity to cope there could be for school-leavers when the learning content was related to life and

many kinds to be done, and the content of the general education which ran in parallel could also be placed in a meaningful context. Teachers recognize this and have been trying with some degrees of success to offer alternative courses to pupils of this sort. But it is slow progress, and the pressure from parents to stick to conventional examination courses and conventional teaching approaches is intense. "Increased parental choice" and its possible handmaiden, "educational vouchers," increase existing pressures upon teachers.

All this has to be seen in the wider context of the apparent values and attitudes of society at large and of our economic situation. Schools cannot create employment, nor can they have much effect upon the status and rewards which are accorded to the different sections of the population. If schools preach the value and importance of certain occupations, they will be disregarded or scorned if pupils and parents know that society does not in fact treat the people engaged in such occupations as valuable or important. It is no doubt good for teachers to have ideals, but they also need to be hard-headed realists.

Maurice Holt argues that our hope lies in promoting an 11-16 curriculum which is common but not uniform, and which seeks to give all pupils access to key aspects of cultural experience. This, he argues, requires a teaching force able to use a variety of learning strategies and with sufficient training and confidence to initiate new approaches towards subject formulation and the organization of learning. With that in mind, many of us would warmly

agree. But why should it suddenly start to happen, when over the last 25 years progress has been so slow? In one sense our economic troubles have concentrated many minds and made more starkly apparent to those outside our schools how inadequate our educational provision has been. Sadly, inside the schools those same troubles have intensified the pressure for conventional examination results.

I would argue that we should seize the technical education programme as an opportunity to make a significant step forward. It represents commitment - including finance - by the Government to the notion that top-down academic learning is not the only respected avenue towards a career. The schools can be greatly helped by such an attitude and must devoutly hope that it catches on with many influential parents. This can give teachers just a bit more freedom to organize the learning processes. There seems no reason to suppose that what is being offered to schools is a pre-packed commodity, nor that those pupils who choose the "option" will be wholly insulated from those pursuing other options or will be compelled to confine on the same line after the age of 16. The course can be "colonized" by the schools.

Top-down courses are also in varying degrees colonized. All teachers in maintained schools know that a minority of their pupils will go on to higher education. Good teachers make the "syllabus" to the pupils actually in front of them. Good schools similarly attempt to organize their children's learning activities to their parents. As

Maurice Holt says, a discussion politics in Periclean Athens can give pupils a deeper insight into the union affairs than a dozen lectures and programmes. But whether it is the pupils and the particular teacher, any case it does not follow that well-taught lessons within a programme may not be effective. What is important is the curriculum for each pupil should be, to use Maurice Holt's phrase, "engaging".

There is some evidence to suggest that the background and aspirations of many of our pupils may be different from those of their parents, when they are of school age, and when they believe when they have a wider choice of their own actual or provided experience, and when they believe in providing them with knowledge and skills which will be useable in what may be termed "interesting" relevant, though they and we are always aware that specific knowledge may not prove to be occupationally relevant.

We want them to gain the confidence which comes from something which they can call their own, and which they can take pride in. We want them to be that they can trust their own thinking and imagination, and come to terms with their own feelings. We want them to have been helped towards the end by reading Thucydides, Donne, Jane Austen or Karl Marx. Others may have them left to discover after they have left school. Meanwhile it cannot be denied that teachers still need much more generous availability of in-service training to meet the demands placed upon them. It is good that the Secretary of State has made it possible for INSET and I hope he recognizes that this is only a beginning of what needs to be done.

Donald Frith is general secretary of the Secondary Heads Association.

YTS could force trainees on Civil Service

by Mark Jackson

School leavers may be sent into government offices by Manpower Services Commission officials under the Youth Training Scheme despite union opposition.

The 215,000 strong Civil and Public Services Association, the clerical grades union, bans participation in the government work and training schemes for the unemployed as part of its resistance to staff cut-backs. The ban will apply to the Youth Training Scheme unless it is lifted by the union's annual conference in May.

But a confidential MSC discussion paper in the hands of the TUC shows that the committee's officials have already decided to over-ride union bans in the case of the YTS's new sister scheme for the over 18s, the Community Programme. And the paper alleges that policy has the backing of TUC officials.

The paper does not specifically mention the YTS, but Mr David Young, MSC commission chairman, is known to be at least as determined to have the school leavers attached to government establishments - including his own offices, which at present observe the union ban. He told the TUC last week that he saw no reason why the civil service should not participate and said that the MSC would be approaching the Government on the matter.

The discussion paper says: "We cannot allow trade unions to have a veto on projects" and that it has consulted the TUC on how to deal with cases where individual unions are disregarding the TUC's own guidance, and imposing blanket bans or

raising unacceptable conditions for the approval of projects. As a result, the paper instructs officials that they should first try to persuade unions locally to drop their objections but if they should refuse, to go ahead after obtaining the approval of the area manpower board.

The paper warns that in some cases it may be better not to go to the area board if its composition may be such that it would not be judged to be helpful to seek their views. In such cases, officials are advised to ask MSC headquarters to take up the case direct with the TUC.

The trades union movement position towards the YTS is very similar - with the TUC pledged to cooperate in the scheme but with some unions like the CPSA opposed to it nationally. In some other unions opposition is confined to individual branches.

The CPSA is in a particularly awkward dilemma over the YTS. It does not want to be seen to be standing in the way of a scheme claiming to provide a genuine training for youngsters, but it suspects that the trainees may be used to make up for the Government's staff cuts.

Officials are taking some comfort from rumours passed on to them by senior Department of Employment officials that the Prime Minister is against having trainees attached to the civil service.

Mr Young refuses to comment on these reports but says simply "we have not yet formally asked the Government to participate."



David Young

MSC set for target

by Biddy Passmore

The Manpower Services Commission is one third of the way towards its target of 460,000 places on the Government's £1 billion Youth Training Scheme due to start in September. Its chairman Mr David Young told a press conference this week that more than 50,000 places for school leavers had already been lined up with major employers, including British Rail and GEC, and contracts would be signed by the end of the month. In addition, 100,000 existing places on the Youth Opportunities Programme were being upgraded to fit into the new scheme.

But, with only eight months to go and two-thirds of the places still to be found, major uncertainties remain about the extent of further education's part in the scheme.

The MSC hopes that 300,000 out of the total number of places will be employer-based with most of the rest based on training workshops and community schemes. A spokesman said this week he thought "very few schools" would be based in colleges. But it is widely expected that the commission will fall to find enough places in commerce and industry and that local education authorities will have to come to the rescue.

Another uncertainty is the extent to which employers will call on the further education service to provide the 13 weeks' off-the-job training which is a compulsory part of every trainee's programme.

Local education authorities are planning on the assumption that 70 per cent of the off-the-job training will be provided by local colleges - this is the equivalent of an extra 100,000 full-time places. But the extra amount required locally may not be known until well into the summer.

Mr Mick Farley, assistant secretary of NATFHE, the college lecturers' union, said this week colleges should be making contingency plans and "marketing their wares to local employers".

We want them to gain the confidence which comes from something which they can call their own, and which they can take pride in. We want them to be that they can trust their own thinking and imagination, and come to terms with their own feelings. We want them to have been helped towards the end by reading Thucydides, Donne, Jane Austen or Karl Marx. Others may have them left to discover after they have left school. Meanwhile it cannot be denied that teachers still need much more generous availability of in-service training to meet the demands placed upon them. It is good that the Secretary of State has made it possible for INSET and I hope he recognizes that this is only a beginning of what needs to be done.

Thirteen local authorities have been selected by the Department of Education to run development projects costing a total of £2m a year for low-attaining pupils who generally do not sit public examinations. Sixty-three English councils applied to be part of the programme which is intended to offer a new deal to fourth and fifth formers in secondary schools.

The authorities selected are: Bradford, Coventry, Gateshead, Manchester, Sandwell, ILBA, Hertfordshire, Lincolnshire, Nottingham

Shire, Wiltshire, Northamptonshire, Oxfordshire and Somerset.

They represent a fair spread of city and county areas and a mixture of Conservative and Labour. Gateshead, Wiltshire, and Somerset were three of the four authorities singled out for criticism in the last HMI report on spending because they had cut from a low base to a worrying level. In those circumstances of reduced spending, the low-attaining pupils as well as the most able were found to have suffered most.

In a statement Sir Keith Joseph,

NEWS

SDP spells out line on education



Anne Sofer

Single system of funding pledged

Radical changes in the degree structure and a single system of financial support for all young people over 16 who stay on in education are spelt out clearly in the SDP's "White Paper" on education and training, published on Tuesday.

The document also pledges a future SDP government to introduce the right to a year's education for all under-fives within five years. It promises to complete comprehensive reorganization - by legislation if necessary - and to end the Assisted Places Scheme.

On most areas the paper contains firmer policy than the Green Paper published last summer. But some items are still vague - or left out altogether. On independent schools, for instance, the document rules out abolition but adds: "We would not subsidize the independent schools and would seek to end any unfair privilege which stems from attending an independent school."

The issue of corporal punishment is ignored in the report, which makes no mention of discipline. It is likely, however, that an amendment supporting the abolition of the cane will be passed by the Council for Social Democracy, the party's policy-making body which meets in Newcastle next week.

On the structure and funding of the education system, the party plans to merge the DES and the youth functions of the Manpower Services Commission into a single Department of Education, Science and Training. But dramatic devolution of government to regional bodies, which was put forward by another party group, met with a poor reception and has apparently been put on a back burner.

The White Paper says education is the key to transforming Britain into a "technologically sophisticated, internationally competitive highly skilled economy". It proposes to put back into education the £1,000m a year it claims this Government has taken out, half to go towards an improved Youth Training Scheme and student funding and half to local authorities.

On higher education, it plans to increase access by making a major shift to a two year general degree course followed by employment, or a two-year vocational course, or a one or two year academic course.

"Education and Training" policy document no. 7, available from the SDP, 4 Cowley Street, London SW10.

End to exemptions suggested

The Advisory Committee on the Supply and Education of Teachers has advised Sir Keith Joseph, Education Secretary, that maths and science graduates should no longer be allowed to go into school teaching without a course of training. Graduates in these subjects were granted exemption in 1974 as a temporary measure to ease the shortage of teachers in these subjects.

THREE EXCEPTIONAL MUSICALS YOUNGSONG MUSIC

"The Factory Children"

Set against the background of the 1833 Factory Act, this exciting musical uses songs, music and pictures to tell the story of a real factory owner's children who become involved with the poor factory kids. Ideal for 9-14 year olds. Basic kit £22.50.

"The Evacuees"

All the drama - and humour - of being sent to the country during World War II. Ideal for 9-14 year olds. Basic kit £22.50.

"The Lollipop Lady"

A story for school children about school children. It stops the traffic. Ideal for 9-12 year olds. Basic kit £27.10.

Each basic kit contains: (1) the score with instrumental parts, (2) the script with dialogue and lyrics, (3) a cassette of all the songs with piano accompaniment and recorder parts. All now available only from:

CRAMER MUSIC 99 St Martin's Lane London WC2N 4AZ. Tel: 01-240 1612

ROBIN HOOD'S BAY North Yorkshire

SALE BY TENDER
16th February 1983

THE MARINE LABORATORIES THE HOSTEL

Fisherhead

Formerly used by the University of Leeds for educational and residential purposes. Ideal for continued similar use, or conversion (subject to planning consent)

Weatherall
Hollis & Gale
29 King Street Leeds LS1 2HP
0532-442066

SUFFIELD
27 Flowergate Wharf
0947-603433

NEWS

British Telecom approached on plan for subsidized Prestel facilities

Schools' line to information bank sought in talks

by Carolyn O'Grady

Prestel, the British Telecom service which enables the user to call up pages of information on a television or computer screen, may soon be made available to schools at a subsidized cost.

Negotiations about this have begun between the Departments of Industry and Education and Science, British Telecom and the Council for Educational Technology. British Telecom has already agreed to reduce the charges for schools if the DoI will agree to subsidize them by buying some of the equipment.

Subscribers to Prestel have to pay a standing charge, a computer time charge and a tariff to the information provider plus local telephone charges. Under the proposed scheme BT would offer a fixed price subscription to cover the Prestel standing charge, the installation of a special socket, and some computer time.

Assuming a school already has a microcomputer and a television set,

other costs involved in getting Prestel are the price of a telesoftware adaptor and special software.

It is hoped that the DoI will offer as a grant about half the money not already covered by the British Telecom offer.

On the basis of a one-year trial involving 22 schools, the CET has estimated the cost to one school as £494 in the first year, going down to £245 in subsequent years. The proposed scheme would reduce the first year's costs to £128 and the second year's to £175. So far the proposals are restricted to secondary schools.

Mr Vincent Thompson, assistant director of the CET, said Prestel could be used as a general information resource for teachers and pupils; it could provide a cheap means of obtaining telesoftware; software can be distributed through Prestel straight on to a school's microcomputer, and the system could be used to develop skills in handling electronic information.

Head hits at 'gutter press'

by Nick Wood

Fleet Street journalists camping at a school's gates and hanging around in local pubs offered pupils money for the lurid details of an alleged "drinking orgy" at a grammar school, a headmaster said this week.

Mr John Sennett, headmaster of Chislehurst and Sidcup Grammar School in Kent, said he was considering taking the "gutter press" to the Press Council over reports that sixth formers had indulged in a five-hour orgy of drink, sex and drugs at the school on the day they broke up for Christmas.

One pupil had been offered £20 by a reporter for his account of the incident, Mr Sennett said. He would make a decision about possible further action once all the facts were known.

A statement issued by Mr Sennett with the approval of Bexley education authority said there had been gross inaccuracies in popular press reports of what happened at the school.

"The account of a five-hour orgy is rubbish," it says. "The statement that dozens of pupils were paralytically drunk by 10 o'clock is also categorically denied, as the entire sixth form attended a perfectly orderly assembly with the headmaster at 11.20am." Mention of drugs and sex at the party were a "complete fabrication".

"They would have needed a tanker from Watneys to keep it going", Mr Sennett said.

The statement also says that the school has "clear evidence that several journalists offered money to

the pupils to make statements to them or give addresses, and in very many cases these offers of money were refused".

Spokesmen for the Press Association, the national news agency which carried the story, and *The Sun* newspaper, which featured it on the front page, both denied they had offered money to pupils.

Mr Mike Smith, national organizer for the National Union of Journalists, said that the union was "opposed to chequebook journalism".

"The danger is the money tempts the story. And with minors it makes them much more susceptible to this form of corruption."

Mr Sennett said only four pupils had become ill after drinking and only one - not five - had been definitely taken to hospital. An ambulance had been called to the school after a boy had fallen and cracked his skull. Contrary to reports, no pupil had his stomach pumped.

Of the 158 pupils subsequently suspended for a day, around 130 had drunk no more than a single glass of alcohol. Nevertheless, he had decided to punish them so that the parents of seven children banned for five days would not think that their children had been made scapegoats.

Mr Sennett dismissed as "piffle" one report that a pupil had downed a bottle of brandy in less than two minutes. There was no evidence that this had happened, and the reporter responsible for the story had "hinted

it was only a miniature". "I've had medical advice and a boy would have been in a way though a 75 cl bottle of brandy," he said.

Asked if the incident bore any resemblance to the school's lack of supervision at the time, headmaster pointed out it was a possible nor desirable to have a sixth form study centre to be continually under watch.

"That's the \$64,000 question. How do you supervise a study centre? There is a master in the centre and the first trouble was at 12.30pm and a boy had left the school at 12.45. Such drinking takes place in the time."

The master in charge, "an experienced teacher and one of my valued colleagues", had been in the centre from 11 o'clock onwards and had spent little time in the lounge where the drinking place, Mr Sennett added.

He went on: "Fleet Street taken very fair rations of brandy. But fair enough, it was a party story and I don't blame them not resisting it."

"It was just a bit of nonsense but it does raise the problem of under-age drinking. This is more important than hope constructive discussion been set going rather than stuck in the pillory."

The Chislehurst governor will consider a report from Mr Sennett.

Far-reaching implications for teachers of all subjects are contained in the latest report published this week by the Government's Assessment of Performance Unit.

The report, based on a survey of reading and writing skills among 11,000 15-year-olds in 350 schools, finds that most children need detailed guidance before they can produce accurate, well-ordered notes on a lengthy text.

Only one child in 16 successfully completed the task when given general guidance on the facts to be summarized. But the success rate jumped to at least one in two in a second sample who were presented with a framework in which to make their notes.

The report does not go so far as to offer prescriptions for teaching methods, but it contains the clear hint that children will recall information and learn successfully only if lessons contain clear-cut instructions on how they should make their notes.

"In the majority of cases, the records that were made would not have provided a clear basis for subsequent revision," the report says of these findings and more limited results contained in the first survey published in March last year.

But it does not support the often-stated contention that many secondary pupils face more fundamental difficulties in reading and understanding written texts.

"From the results of the exercises involving interpretation and note-making it can be inferred that the main difficulties faced by pupils in answering the questions did not stem from an inability to read and understand the passages in question."

"The difficulties stemmed, rather, from the requirement that pupils should select and reconstruct the information given about specific issues and present salient features of content in a clearly structured and succinct form," the report concludes.

Jeremiahs, lamenting the imminent eclipse of the written word by the twin stars of television and video, can draw much comfort from the APU's probing look at attitudes to reading among teenagers.

Four out of five children among a sub-sample of 1,000 said that they enjoyed reading and that they enjoyed reading at home. Three out of five agreed with the statements: "I like always to have a book to read at home"; "I like going off and reading silently by myself"; and "There are a lot of books I want to read".

Replies to two other questions suggest we are close to raising a nation of bookworms. Nearly one pupil in two agreed: "I like reading by myself for hours". And one in four agreed with the daunting statement: "I like to read long, thick books".

Girls tended to be more enthusiastic about reading than boys. As many as four in five girls said reading helped them to relax and to alleviate boredom, a significantly higher proportion than among boys.

Reading was also seen as helping with schoolwork. Four in five pupils of both sexes agreed with statements of this type, rather more than the number who believed reading would help to get them a job.

But reading aloud in class gets a definite thumbs down. Two-thirds said they did not like it, quoting embarrassment and fear of making mistakes as their reasons.

Fiction is the most popular reading material among children, with three in four giving it their seal of approval. Girls, in particular, enjoy curling up with a good book, especially if it is a "love story". But one in eight boys also admitted a liking for romances.

Enid Blyton, Agatha Christie, Catherine Cookson, James Herbert and James Herriot were teenagers' most popular authors. They were mentioned by at least 3 per cent of the sample polled.

Similarly light tastes emerged from questions about the national daily newspapers. One in three recommended *The Sun* and *The Daily Mirror*, three times more than the number who opted for *The Daily Mail*, *The Daily Star* and *The Daily*

Express. "If anyone is going to be a reader, these are the prime candidates," he said.

NEWS



There is resistance to reading aloud in class... nonetheless, we could be close to raising a nation of bookworms.

APU survey calls for lessons in note-taking

Comfort for the written word

Express. The heavies hardly rated a mention.

Comics got far from universal approval. Most children said that they preferred books to comics but when books were set alongside the twin attractions of comics plus magazines, the scales were evenly balanced.

Devotees of the instant gratification of books and magazines put their case like this: "There is more of a picture when you read a comic and what the thing is about, but with a story you have got to build up a picture yourself in your head and sometimes you cannot".

But the other side of the coin was

equally forcefully put: "I found with a book such as *Lord of the Rings* I felt I was in the middle of it - it gave such sensations of terror, joy and others. I can't imagine a magazine being the subject of such feelings."

Television producers anxiously searching for their missing millions

Nick Wood

Announcements

CATTS

COMPUTER-ASSISTED TIME-TABLING SERVICE
A FLEXIBLE SYSTEM FOR INDIVIDUAL SCHOOLS AND COLLEGES

CONSTRUCTION:

We make your timetable to your requirements from the data you give us on our preprinted forms. We supply you with whatever printed output you want and then store the data for updating and further output as required.

RANGE:

We do as much as you require or can afford; all of it; all except the Options and/or Sixth Form blocks already done by you; or we can copy your manual version on to disk for ease of output/updates.

OUTPUT:

Standard - Weekly and Daily Timetables, full Analyses of Staffing and Rooming details.
Optional - Timetables for Individual Staff, Students, Rooms, Departments.

Send for FREE brochure. Add £1 if you want sample pack of output.
We have other computerised admin. programs - ask for further details.

CASPAR SERVICES

40 Sunningdale Road, Chelmsford CM1 2NH
Tel: (0245) 353870

INCORPORATED SOCIETY OF MUSICIANS

WHAT DO ADOLESCENTS NEED FROM MUSIC?

A SEMINAR ON THE EMOTIONAL CHANGES IN ADOLESCENCE WHICH HAVE IMPLICATIONS FOR THE MUSIC TEACHER

Reading University Music Education Centre
Saturday 12 March, 1983: 10.30 am-4.30 pm

Chairman: Dr ANTHONY KEMP, Warden of the ISM
Music in Education Section

Speakers:
Dr WILLIAM FERRY-JONES - consultant psychiatrist specialising in adolescent problems
Dr JAMES HEMMING - educational psychologist; author of 'Betwixt and Youth'
KEITH SEDGEBOURNE - Music Inspector for Wolverhampton
Open to teachers from all areas of music education
Programme and booking form from:
ISM, 10 Strand Place, London W1N 6AB (01-629 4113)

Integration and falling numbers lead to change, Diane Spencer reports

DES plan to cut number of schools for blind

Reorganisation on a national scale of schooling for deaf and blind children initiated by the Department of Education and Science is now well under way.

The Department, which is anxious to cut the number of special schools for the blind and deaf, is beginning to study plans for blind children submitted by nine regional committees and, after further consultations, will make recommendations in June. Plans for the deaf are timetable for the end of the year.

Falling rolls, fewer handicapped children and the trend towards integration which will be given further impetus by the implementation of the 1981 Education Act for children with special educational needs next April, prompted the move.

These factors, along with pressure to improve standards from parents and the Secretary of State, have had a serious effect on special schools in general, the department claims; but especially in schools for the deaf and blind.

The distribution of these schools owes more to historical accident than need and a school's success may be linked more to geography than to educational performance.

Numbers of hearing impaired and visually handicapped children are small and declining. In 1969, 1231 blind and 2196 partially sighted children were in special schools or classes. In 1981 the relative numbers were 973 and 2098. The Department estimates that by 1991 there will be 700 blind and 1600 partially sighted in special schools.

In 1981 there were 3471 deaf chil-



Blind pupils: numbers are small and declining

dren and 5029 partially hearing children in special schools or classes. In 1991, the numbers are likely to be 2400 and 4000.

The DES set the ball rolling last summer by calling two conferences - one for each handicap - of teachers, education officers, local authority representatives and voluntary associations providing schools for the blind or deaf.

HMI and officials set out their case for rationalization and proposed that the nine regional conferences on special education already in existence should consider provision for deaf and blind children in their area and report back to the DES. The Department emphasized that it had no desire to impose a plan from above.

No-one disagrees with the need for rationalization. "But it is quite an anxious time for non-maintained and independent schools as no-one wants to volunteer to go out of business," Mr Neville Layton, National Institute for the Blind, said.

The private sector plays an important part in special education. DES figures show that 75 per cent of blind children were in non-maintained special schools for the blind in 1981 and of the 50 per cent deaf children in special schools there was an even split between maintained and non-maintained or independent schools. (Most of the remaining 30 per cent were in some 400 units attached to ordinary schools.)

Whichever way you look at it, it's probably the best offer you'll get all year.

Carriage on all orders from the NEW 1983 Hestair Hope Catalogue.

Get your FREE copy now!

To make sure you receive your copy with the minimum of delay, post this coupon direct to our Central Catalogue Department, Hestair Hope Limited, FREEPOST, Crown Point Mills, Mayfield Place, Wyke, Bradford, West Yorkshire BD12 8BR. Blackout hours.

Name (Mr/Ms/Miss) _____

School/Organisation _____

Address _____

Postcode _____

No stamp needed if posted in the U.K. Please note: Catalogues will only be sent overseas to educational establishments.

SUPPLIES CATALOGUE 1983

Telephone: 051-632 1411

Hestair Hope Limited, St. Philip's Drive, Royton, Oldham, OL2 6AG

The best ever catalogue.

NEWS

NEWS

Celebrating well chilled

The British Schools Exploring Society is marking its 50 years of adventure in the colder parts of the world with a particularly arduous winter expedition to the wastes of Greenland. Pictures by Rupert Grey. Report by Hilary Wilce



Summer scenes from Greenland during the first phase of the BSES's golden jubilee expedition. Opposite page, the very first adventurers go to Finland in 1932.

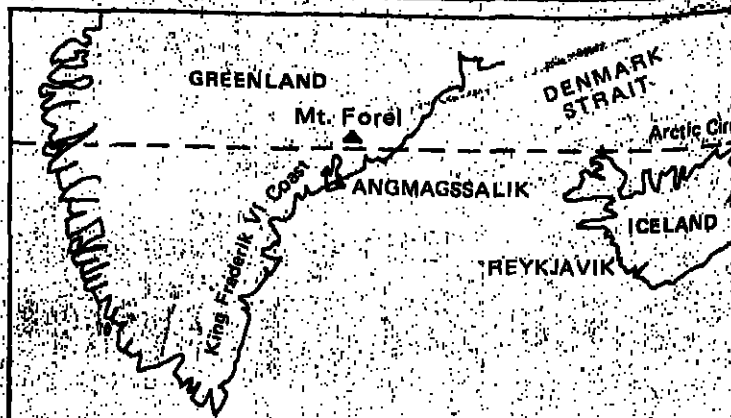
teenage adventurer had had to raise £1,400 to go - part of the expedition challenge - and on arrival had to master kayaking, climbing, sledging, Arctic survival and cross-country skiing.

Once proficient, they did glacial and meteorological survey work, sketched and photographed the local wildlife, and followed routes undertaken by the British Arctic Air Route Expedition (BAARE) of 1930-32. A small splinter group voyaged up the Greenland coast to replace a memorial cross at the spot where the young explorer Oino Watkins, leader of the BAARE and the original inspiration for the society, lost his life 50 years before.



All this has been recorded in a television documentary to be shown next month, by a film unit who, one gathers, coped rather less well with conditions than the youthful explorers.

Meanwhile, back home - a small



atic in the Royal Geographical Society - there have been trickier problems than gales and glaciers to contend with.

The society was originally formed as the Public Schools Exploring Society. Fairly early on it found itself able to accommodate candidates from state schools, but ran into a real storm when, years later, it was suggested girls should be allowed to join expeditions. To some members the idea was so pre-

posterous that an unholy and bitter row rocked the society, before girls were finally allowed in in 1979.

Today any young person over 16 and under 19, still in education, can apply for an expedition place, although those who win them tend to be bright, well-motivated sixth-formers. When Rotary Clubs and others quiz the society's executive director, Lieutenant Colonel Peter Steer, about why he does not send Tenth youngsters off into the

wilds, he tells them the expedition experience is not for urban teenagers who have never as much set foot on the foothills of the Pennines.

"Youngsters like that should join Venture Scouts, or do their Duke of Edinburgh's award scheme. There is a whole range of adventure experience available to young people. We're at one end of it."

Ray Ward agrees that "we're taking young people who are OK as they are, we're gliding the jolly. But

we're giving them the humility and experience to cope with everybody, with all kinds of ups and downs."

Expedition graduates, he argues, will never turn into the kind of industrialist who is frightened to roll up his sleeves, or who sees the need for an executive canteen.

Critics who say the society is elitist, and that its air of gung-ho heroics has no place in the modern world are easily drowned out by the clamour from young people wanting

expedition places. Last year more than 400 applied to join the Greenland expedition.

As Mr Ward said: "The things that matter today are the things that mattered on Scott's expedition - courage, common sense, honesty and loyalty. It's comradeship, if you like, although not in the rugged club way, more like the comradeship of wartime. It's something that I think almost everyone has a desire to experience."

Eight school-leavers will depart from England on Saturday to spend a cold and lonely winter in Greenland.

As they shiver in their snowbound hut, in almost constant darkness, they may reflect that there are better ways to celebrate an anniversary. But for the British Schools Exploring Society the only satisfactory way of marking its golden jubilee is by mounting an expedition more complex, exacting and ambitious than ever before.

Hence the overwintering in Greenland, which is about as testing as making an out-of-season assault on Everest, and which marks a new

first for the society which in 50 years of cold climate exploring has always before confined its activities to the summer months.

The young winter explorers will go out in two successive groups, to form the second stage of the three-phase, centenary expedition. They will travel by dog-sled and ski, and undertake research connected with a hydro-electricity project. In temperatures well below zero.

The going will undoubtedly be tough, according to Mr Ray Ward, one of the society's vice-chairmen, who has been given a sabbatical term from his teaching post at

Kington Grammar School to direct the expedition. Undoubtedly, too, the young adventurers will be altered by their experiences.

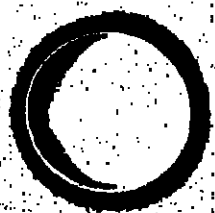
"We used to say that we sent them out as boys and they came back as men", Ray Ward said. "But we stopped that - it sounded as if we were giving them some sort of operation in the field. But people do come back changed. They've tested themselves. They know they can face anything."

More than 2,000 young people have now tested themselves on society expeditions, and few have found themselves wanting, although there have been failures. On one expedition a disturbed boy hurled himself down a crevasse and then ate 24 Mars bars in a day. However even he, a long time later, showed signs of having gained something from the Arctic experience, according to the society's leaders.

The very first young explorers were eight chips who ventured off to northern Finland under the leadership of the society's founder, Surgeon Commander G Murray Levick, a doctor on Scott's last Antarctic expedition.

Since then expeditions have been mounted to a range of Arctic and sub-Arctic destinations in Scandinavia, North America and Iceland. "We've always been a cold climate society," Ray Ward said. "I suppose Murray Levick felt that five months in a snow hole was a marvellous way to toughen up the chips." All journeys have a serious scientific purpose, and the society has always been able to draw gratefully on men and resources offered by the forces.

Last summer saw the biggest ever single party setting off into the wilderness: 65 young explorers and 25 leaders descended on Angmagssalik, in Eastern Greenland. Each

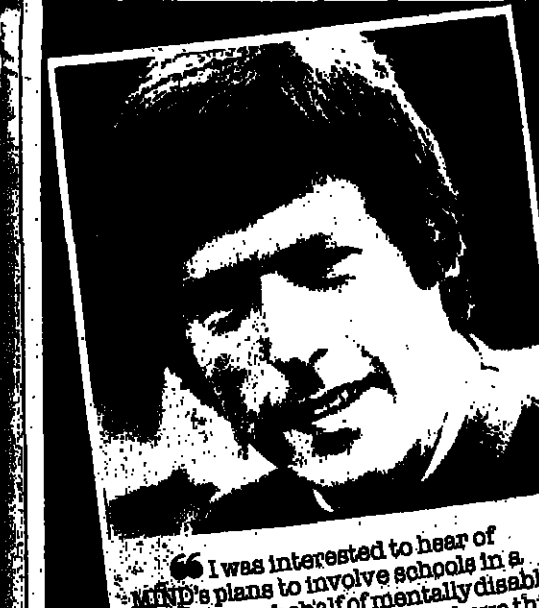


CENTRAL BLOCKBUSTERS

an exciting new programme to be made by Central Independent Television at Elstree.

We're looking for contestants throughout the British Isles to take part in an inter-school general knowledge quiz for sixth-formers, with prizes for both the student and the school or college.

If you are interested in helping us find contestants with a high standard of general knowledge, please ring us on 01-983 6100. Ext. 2679.



"I was interested to hear of MIND's plans to involve schools in a campaign on behalf of mentally disabled people, and I am delighted to have this opportunity to encourage you all to join in their fundraising appeal."

Working with school children, MIND, the National Association for Mental Health, is trying to introduce the topics of mental health and mental disability and overcome the general public feeling of suspicion and fear.

There's no limit to the number of ideas you can think of to raise money - plays, concerts, fayres, competitions, discos and treasure hunts.

An exciting pack of material full of ideas and helpful hints will be sent to you on request, free of charge.

It includes a chart on which you can monitor your progress. Just fill in the coupon right and post today. The Charity Challenge is open to all UK schools, colleges, universities and educational establishments.

Working with school children, MIND, the National Association for Mental Health, is trying to introduce the topics of mental health and mental disability and overcome the general public feeling of suspicion and fear.

There's no limit to the number of ideas you can think of to raise money - plays, concerts, fayres, competitions, discos and treasure hunts.

An exciting pack of material full of ideas and helpful hints will be sent to you on request, free of charge.

About 1 in 6 of the population is affected by mental illness at some time during their lives.

Your school can help...to improve and develop services for people who are mentally ill or mentally handicapped.

THE HESTAIR HOPE/MIND CHARITY CHALLENGE 1983

Hestair Hope are supporting MIND in their charity challenge to raise over £200,000 between now and 31st July 1983. Your school can take part with the chance of winning a Commodore VIC-20 colour computer, plus a software package of your choice.

As an added incentive, Hestair Hope will give your school free money vouchers, assessed on the amount of money raised per pupil, which can be redeemed against any order from the 1983 Hestair Hope Educational Supplies Catalogue until 30th September 1983.

BE PART OF THIS EXCITING MIND CHARITY CHALLENGE! Please register my school as an entrant to the Hestair Hope & MIND Charity Challenge, without any obligation, and send me full entry details. Post to: Schools in Mind Office, 14 Percy Gardens, Whitley Bay, Tyne and Wear, NE25 8RF.

Name: _____

Position: _____ School: _____ Address: _____

Postcode: _____ Telephone: _____ Number of pupils on school roll as from 1st January 1983: _____

MIND Registered Office: 22 Harley Street, London, W1N 1AA. Charity Registration No. 219830. Registered No. 42348. England.

Hestair Hope MIND

NEWS

Election campaign letter attacking 'loony left' upsets union branch

Head censured for tactic in NUT poll

by Richard Garner

A primary head teacher who urged fellow heads to tell their staff to vote in a key union by-election to stop the "loony left" from winning has been censured by his local branch.

Mr Peter Blake, headmaster of Avondale Park Junior School in west London, was contesting a by-election for the governing body of the Inner London Teachers Association of the National Union of Teachers, when he sent the letter to head teachers of neighbouring primary schools — regardless of whether they were NUT members or not.

In the letter, Mr Blake said: "May I ask you to do me a favour — even if you are not a member of the NUT?"

"I am one of two candidates for a vacancy on the Council of the Inner London Teachers Association of the NUT. The ultra-left are at present in a majority of one on this body and there is thus a great danger that the conditions of service, pupil/teacher ratios, resources etcetera achieved in the past will be lost to us by the lesser skill of the loony left."

"May I, therefore, request you, please to have a private word with the more moderate NUT members on your staff (or via your school's NUT secretary if that will produce the same effect), asking them to use their vote?"

The move led to Mr Blake, who was successful in the by-election,

PRIMARY & PRE-SCHOOL

being censured by members of the west London association of the NUT. He did not stand in the latest election.

Mr Martin Francis, who was Mr Blake's opponent in the by-election, and has subsequently been elected to the ILTA in the annual elections, said that the censure motion had been tabled because members felt there should have been an open election campaign and that the letter had been sent to non-NUT heads.

He added: "The by-election should have been fought out on the policies. People could then decide for themselves whether either of the candidates were 'loony left'."

Mr Blake said: "I did say afterwards that I was sorry I had tackled it in that way..."

"I know most of the local head teachers but I don't know all the NUT school reps because they don't attend all the meetings, so I wrote to other head teachers as friends asking if they could do me a favour."

"I realize it could have been construed that I was asking them to put pressure on their staff, but I honestly didn't mean that."



Plate class: Eighty children attended a circus workshop with the Junior Arts Workshop in Bridport Arts Centre, Dorset. Here Skuldugary, a double act based in Somerset, taught them some of the skills involved in juggling, magic, clowning, acrobatics and various balancing tricks. Afterwards the youngsters, aged from five up, performed a "Circus Minimus" for an audience consisting mainly of parents.

Manchester reorganizes nurseries

by Sarah Bayliss

A major review of primary education in Manchester which has resulted in the closure of some 30 schools, has prompted a reorganization of nursery provision.

Roughly 400 nursery places in the city's existing primary schools are being relocated to the new department to allocate places for five to six years olds. The new department has taken the opportunity to allocate places for five to six years olds in the new primary schools and it is hoped that this will improve the take-up of places.

According to a spokesman there has been a significant shift of families with away from high-rise housing, result, places in some nursery schools have fallen vacant over years. "The rationalization of the city means that virtually all the places filled", she said.

In addition to existing places being redistributed the city there are plans for a new 100-place nursery based in a former primary school with community facilities. It will be based in Hulme — the largest inner city housing estate in Europe — and is intended to provide a parent/teacher, a mother and toddler, a child-minders' group and for "latchkey children" of the school age.

The schemes are intended to be completed by the end of this September but they are being delayed by the reaction of the Education Secretary, the Education Secretary, the closure and merger of schools published on the primary school website. This week the final date for objections passed.

Gymnastics for schools was given such a hammering in the PE teachers' own paper last October that gymnasia round the country must have trembled for their future.

The gym at Hele's Boys High School, Exeter, reverberates daily, in fact, but only in continuous rebuttal of the arguments of Mr Robert Pearce, head of PE at Cardinal Wiseman school, Coventry, in the October issue of the *Sports Teacher*. He lamented: "Inhuman approach... teachers inadequately instructed... equipment old, big and difficult to move... inner city children not self-disciplined enough... gymnastics requires children relying on others... gymnastics no longer a safe activity..."

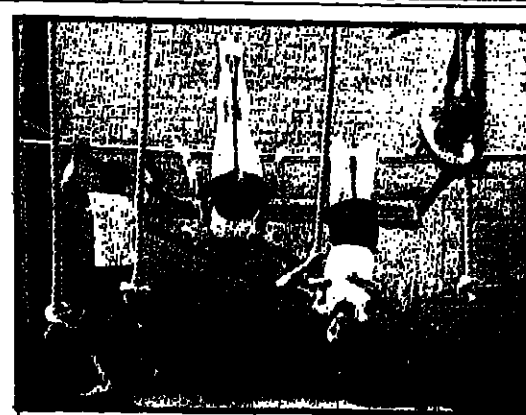
Walk into Hele's gym and the visitor will see four boys deciding the horse would be better here rather than there and getting on with rearranging it without bothering to mention it to the teacher. On a nearby mat three boys are studying photographs of a gymnast demonstrating the correct position for mobility exercises. One boy seizes another's limbs and rearranges them, like a sculptor anxious to get this life-model right.

Over in a corner six ropes swing with a boy on the end of each. No more is required of them. Knowing that the first thing a boy wants to do with a rope is swing on it, the ropes in that corner are sensibly provided to get that temptation out of their system before they graduate to the ropes in the corner diagonally opposite on which five boys are building themselves into alarmingly high rope pyramids.

On other parts of the floor the box and the buck are supporting chief vaulters and straddlers. The gym is not quiet. It's rather noisy in fact. Pupils are forever talking to one another; or consulting a booklet with a ring spine, sometimes writing in it. And the support role is taken seriously, not perfunctorily as in too many PE lessons. A critical comment on a classmate's performance from the one standing by is accepted and listened to.

And where is the inevitable larking about? Certainly the introduction of work cards alone will not prevent that. They are not new in PE lessons. What is new to the outside observer though is the absence of the impetuous, the barked "Right! Running round the gym — stop — wake up!" — the armoury of the sergeant major approach so long associated with a subject that used to be called Physical Training.

Contrast the opening page of the workbook: "Your gymnastic lessons are going to help you learn in a new way. You will be asked to work with a partner for most of the time and it is hoped that you will work hard to help each other."



Vaulting the PE barriers

Bert Lodge sits in on a new gymnastic exercise in teacher/pupil relations



accepted and listened to. And where is the inevitable larking about?

Certainly the introduction of work cards alone will not prevent that. They are not new in PE lessons. What is new to the outside observer though is the absence of the impetuous, the barked "Right! Running round the gym — stop — wake up!" — the armoury of the sergeant major approach so long associated with a subject that used to be called Physical Training.

Contrast the opening page of the workbook: "Your gymnastic lessons are going to help you learn in a new way. You will be asked to work with a partner for most of the time and it is hoped that you will work hard to help each other."

"Be patient with each other..."

give praise where you can... be honest in recording what you have done... throughout the course we will be encouraging you to show you are capable of learning in a way which allows you to work without always waiting for us to help you."

An air of kindly concern and unending patience pervades the book. It's still PE, the cynic might concede, but more pastoral than post-ural.

Unashamedly, "As your teachers' helpers we feel your helping ability is probably more important than your ability to be a clever gymnast," the boys are assured.

To reveal that the chaplain of St Luke's College, now absorbed into Exeter University, was consulted about the wording of the workbook is to give a clue not only to intent but

also to authorship. For it did not originate with Bob Staddon, head of PE at Hele's but with a member of the St Luke's staff.

Martin Underwood has been at the college almost 20 years. Former colleagues on the staff of what was then Northampton Grammar School remember him as a voracious reader of anything to do with physical education. (They also remember a promising international rugby career on the wing for England cut short by recurrent injury.)

"I've always been interested in hearing mention of any alternative teaching style. But you usually find it's not teaching style they are talking about but teacher style. I was convinced there was another approach."

But for everybody? Difficult to say from just one observed lesson because it is still in the pilot stage and conditions could almost be called clinical.

Underwood took the lesson. The microphone strapped to his chest but almost concealed under the sweat-top was a reminder of the two figures in the far corner unobtrusively operating the video camera, their bottle-green and striped tracksuits the badge of St Luke's students.

"I've got about 50 tapes so far waiting to be analysed," Underwood confided.

A girl who turned out to be a psychology student was seated against the wall, a clipboard on her lap, watching intently just one pupil. Underwood had recruited her because he was bothered about one "silly". This youth was to be under observation all of every lesson every day for a week but none of the other teachers was allowed to know which member of the class was under scrutiny.

The age group, 12-13, is not the surliest and it is at this level that Underwood is introducing the approach. His own attitude was brotherly but not overly familiar and sir was still "sir."

The PE staff at Hele's are impressed. One who had abandoned the subject to teach maths in preference has been wooed back into the gym by this different philosophy.

Girls have responded just as enthusiastically. Freak arrangements for examinations put 54 children in the gym at once on a certain day and 12 different groups worked the same system of picture work cards. "I have never seen so many children working so positively in such a crowded environment," Underwood said.

How can you really tell what those it is intended for think of it? Well, by this time of the year every PE teacher is weary of the daily ration of "forgot me kit sir" and excuse notes. At Hele's from the second year they have still not had one.

Could your pupils fill these pages?

There's a wealth of talented young poets in British schools... maybe there are several among your own pupils.

We are pleased to announce a new poetry category in the National Exhibition of Children's Art. The work will be selected by a committee of distinguished poets and educationalists.

Every entrant whose poem is commended by the judges will receive a certificate. Those entrants whose work is selected for publication will also receive a copy of the Cadbury's 1983 Book of Children's Poetry.

Awards totalling over £12,000 can be made to pupils and schools at the judges' discretion, covering Art, Craft and Poetry. In addition, the Cadbury Italian Art Tour can be won by up to six of the most talented children. All art, craft and poetry entries will be judged in four age groups, ranging from under 7 to 17 years of age.

And the closing date for entries is April 16th, 1983. If you would like to enter your pupils' poems, send them with the coupon below. For a full copy of the rules and details of awards, please send a stamped addressed envelope (22cm x 15cm or larger) to: Cadbury's Children's Art, School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ.

National Exhibition of Children's Art 1983

Name of School

Full Postal Address

Tel. No.

Number of Entries

7 years & under

12-14

If private entry, name of child:

This coupon must be completed and sent with entries to: Cadbury's Children's Art, School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ.

Sign each poem, stating that it is original, unaided and has not been previously published. All poems selected for publication become copyright of Cadbury Ltd. Poetry entries cannot be returned. Please keep a copy.

FOR OFFICE USE	EXH	CERT	REP
NO.			
POSTAGE			

The Cadbury's National Exhibition of Children's Art, now entering its 36th year, is once again looking for talented young artists' work to display. (They are also looking for promising young poets' work for the first time, but that's another advertisement.)

The best art and craftwork will be shown at six major galleries around Britain next year and each child whose work is selected for exhibition will receive a certificate (in the 1982 Exhibition, more than 800 works were selected).

Awards totalling over £12,000 can be made to pupils and schools at the judges' discretion, covering Art, Craft and Poetry. In addition, the Cadbury Italian Art Tour can be won by up to six of the most talented children. A distinguished panel of judges headed by Dr. Harold Riley will select work from four age groups, ranging from under 7 to 17 years of age.

And the closing date for entries is April 16th, 1983. For full details please send a stamped addressed envelope (22cm x 15cm or larger) to: Cadbury's Children's Art, School Lane, Dunham Massey, Altrincham, Cheshire WA14 5SZ. If you and your pupils would like to see for yourselves how the Exhibition is chosen and run, we now have a free-to-borrow video available, which follows its history throughout the last year. Just complete the coupon below.

VIDEO OFFER Please send me on free loan the Cadbury's National Exhibition of Children's Art video to my school. I undertake to return it within 7 days.

☐ Betamax ☐ Philips
☐ U-Matic ☐ VHS

Please tick type of video required.

Post the coupon to: Cadbury Limited,

Video Offer/Promotion Services Dept. (A46), Bournville, Birmingham B30 2LU.

NAME	TES JA
POSITION	
SCHOOL	
ADDRESS	
SIGNATURE	

Could your pupils fill this space?

Cadbury's National Exhibition of Children's Art 1983

Cadbury's National Exhibition of Children's Art 1983

NEWS

Tebbit Green Paper may hit union rules

Most of the teachers' organizations have little to fear from the Green Paper on trade union democracy drawn up by Mr Norman Tebbit, the Employment Secretary.

However, if he goes ahead with some of the Green Paper proposals, both the 74,000-strong college lecturers' union, the National Association of Teachers in Further and Higher Education, and the National Association of Schoolmasters/Union of Women Teachers, may be compelled by law to change their rules.

Mr Tebbit is considering introducing legislation requiring unions to hold secret postal ballots for elections for their executive committees and may also insist on similar ballots for full-time union posts.

He says he wants to ensure that unions meet four requirements - that voting invariably takes place in conditions of secrecy, all members eligible to vote have the opportunity to do so under a system which provides the best opportunity of a reasonable turnout, all votes are fairly counted and that those who take decisions at the highest levels are properly representative of, and accountable to, the membership as a whole.

In addition, he is considering compulsory ballots for unions contemplating strike action. He also wants ballots to be held before unions make any political donations, and machinery to find out what donations are made by their unions to "external bodies".

If the proposals were to be carried out (and it seems likely they will form a major plank in the Conservative Party's election manifesto), NATFHE would have to make the most changes.

It has a national council, which is more powerful than its executive and is elected from its various regions. The regional councils are elected by branch ballots. The national council chooses the execu-



Peter Smith



Peter Dawson

tive - there is a quota of places per region with several left unallocated to preserve some flexibility. Industrial action must be approved by a straight majority of all branch members.

On the question of funds for political activities, the union's annual conference last year passed a motion allowing NATFHE to pursue political objectives as long as they were not party political. This paved the way for affiliation to the Campaign for Nuclear Disarmament.

The National Association of Schoolmasters/Union of Women Teachers does not ballot its members over industrial action - and as a union it prefers withdrawal of goodwill or sanctions to strike action.

Mr Nigel de Gruchy, its deputy general secretary, said: "It would be an inconvenience but it could be done."

However, he said that the union leadership had been criticized strongly over its "middle of the

road" approach when it simply encouraged members to support the TUC's Day of Action last year.

"We were told we should have taken stronger action and instructed them to come out on that day," he added.

As with NATFHE, it is the union's executive which has power over the appointment of its general secretary - although in the NAS/UWT's case any decision by the executive can be overturned by the union's annual conference.

Ironically, the National Union of Teachers goes further along the Tebbit road to trade union democracy on the key issue of strike ballots than the Green Paper suggests.

It demands a two-thirds majority when balloting local associations on industrial action and has a rule forbidding local areas from taking industrial action without this first being sanctioned by the chairman of its action committee. Left-wing critics of the present structure say this leaves too much power in the hands

of one individual.

Executive elections are held by secret ballot - with papers being distributed to school representatives by local association secretaries, which is a similar procedure to the one adopted by the NAS/UWT. As with the NAS/UWT, the votes are counted by the Electoral Reform Society and there has been little, if any, criticism from union members that they have not received ballot papers.

Again, the general secretary is appointed by the executive of the union - and the irony here again is that the Left of the union would favour moves to make the holder of that position more accountable to the membership rather than the Right or "moderates", whose hands Mr Tebbit is anxious to strengthen.

On the question of payments to "political" bodies, the nearest the NUT nationally has come to make such a payment is when it narrowly failed to affiliate to CND last year. The teachers' organizations which

are not affiliated to the TUC would have to make even fewer changes as a result of the Green Paper proposals - although the Professional Association of Teachers is looking hard at the way it decides whether or not to make payments to other bodies.

A review of all payments is taking place and Mr Peter Dawson, a general secretary, revealed that the union would be reconsidering a grant to ACE, the Advisory Centre for Education.

Mr Dawson said that some members felt ACE was adopting a political stance - although exactly what political point of view it was following was not clear.

Like NATFHE, PAT has a national council as well as an executive; both are elected by secret ballot. However, in most areas, there has been no contest since only one person was standing and - one where a seat was contested - a turn-out for elections was fairly low.

"In a ballot of the membership we would be reckoning - in a membership of 23,000 - about 5,000 people would participate," he added.

The Assistant Masters and Mistresses Association ballots its members secretly over elections to a 100-member executive. In cases where support for industrial action was being sought, there would be secret ballots.

In the case of external payments it would be made clear to the membership in the annual report that the payment had been made.

"If the finance committee and the executive decided to donate £100 to the Greenham Common Women's Mothers Against All War because of the overwhelming popularity of this cause, delegates to the annual conference could question the treasurer's annual report and there could be a vote of censure on the executive," Mr Peter Smith, the union's deputy general secretary said.

Richard Garner

Jobs more elusive than ever for this year's graduates

Job-hunting will be harder than ever for this summer's crop of graduates, as they join a growing number from previous years who are still looking.

They will be competing for vacancies in a market that has changed radically in the past few years. Openings in almost every sector have shrunk and employers have become much more cagey about predicting in the first half of the academic year their needs for the following September. Now, they may advertise at any time of year - and, because of the constant pool available, fill the vacancies straightaway.

Demand from the industrial giants has shrunk but more small and medium-sized firms are starting to recruit graduates and make up for at least some of the loss. They are often taking them on at a level which, just a few years ago, graduates would have considered beneath them.

These changes are set out in the latest annual forecast from three organizations concerned with graduate employment: the Central Services Unit for university and polytechnic careers service (CSU), the Standing Conference of Employers of Graduates (SCoEG), and the Association of Graduate Careers Advisory Services (AGCAS). They say that prospects, described in 1982 as "worse than at any time since the Second World War", remain bleak. "Unless there is a very radical round-turn in economic activity, I should be more than surprised if we do as well as the 1981 figure (about 10 per cent of first degree graduates still unemployed at the end of the year)," Mr Brian Pott, director of the CSU, said.

But the signs are that last year's gloomy prediction that one in five graduates might still be unemployed at the end of the year was over-pessimistic. Surrey University has just released figures showing that the proportion of its graduates believed to be still unemployed at Christmas actually fell, against all predictions, from 12.2 per cent in

Biddy Passmore looks at next summer's employment prospects for those bringing new university degrees to a dwindling market

1981 to 11.6 per cent last year. And the proportion entering permanent employment rose from 47.4 to 52.5 per cent. Surrey may be doing slightly better than the average because it is a technological university, although, unlike many such institutions, it has only a small proportion of undergraduates on sponsored courses whose subsequent employment is guaranteed.

Regardless of the number still looking for employment next Christmas, job-hunters with degrees will continue to have a clear lead over non-graduates, the report says. Numerous graduates who can communicate effectively are still in short supply.

The three organizations expect about 60,500 new graduates from universities and polytechnics to enter the job market in 1983, a slight increase on 1982. They will join an existing pool of graduates im-

mediately available which may be as large as 10,000.

In industry and commerce, employers predict a small overall increase in the number of vacancies but careers services are said to expect a clear reduction. However, Philip Allison of Surrey University's service, described himself as "optimistic - we've passed the trough, it's getting better"; and Mr Sam Blades of Coventry Polytechnic said: "In an optimistic mood, I think things are going to be the same as last year."

Demand will decline further in the construction industry but is set to rise again in electronics and computers.

Competition for training places in accountancy is likely to become even stiffer, as more graduates vie for about the same number of vacancies as last year. Demand remains low in the public service and competition for entry to the police and armed forces will be tougher.

Despite the bleak outlook, several careers officers said this week they had noticed no significant increase in the number of final year students coming to them for advice. "We are only two rules," one said, "they need us really badly, and they probably don't come and if they don't need us quite so badly they probably do."

Graduates and professional people will still have a definite advantage in the employment stakes in 1983, according to new research from Warwick University's Institute of Employment Research has made a detailed estimate of future demand and found that by 1991 the majority (52.4 per cent) of the work will be in non-manual jobs.

NEWS

Nick Wood looks at a new study of fifth formers' behaviour which confirms that pupils have to be fly about swotting if they want to remain popular with their classmates.

The lowest form of life in a comprehensive school is the child who makes no secret of the fact that he is working hard to pass his exams and to please his teachers.

Labelled a "swot", he is relegated to the foot of the classroom pecking order and shunned and ridiculed by his classmates. His best chance of acceptance is to forget his studies and join the "dossers" - children who spend their time messing around, disrupting lessons and doing the minimum of work.

Mr Glenn Turner, a research fellow at the Open University, believes this is why so many bright children fail to fulfil their potential at school. Terrified of being dubbed a swot, they follow the crowd, first concealing the amount of work they are really doing, then being drawn irrevocably into the anarchic world of the dossers.

His findings, based on a year's observation of fifth form lessons at an unnamed East Midlands urban comprehensive of nearly 1,000 pupils, and interviews with teachers and children, have just been published. They paint what Mr Turner admits is a depressing picture of the typical comprehensive.

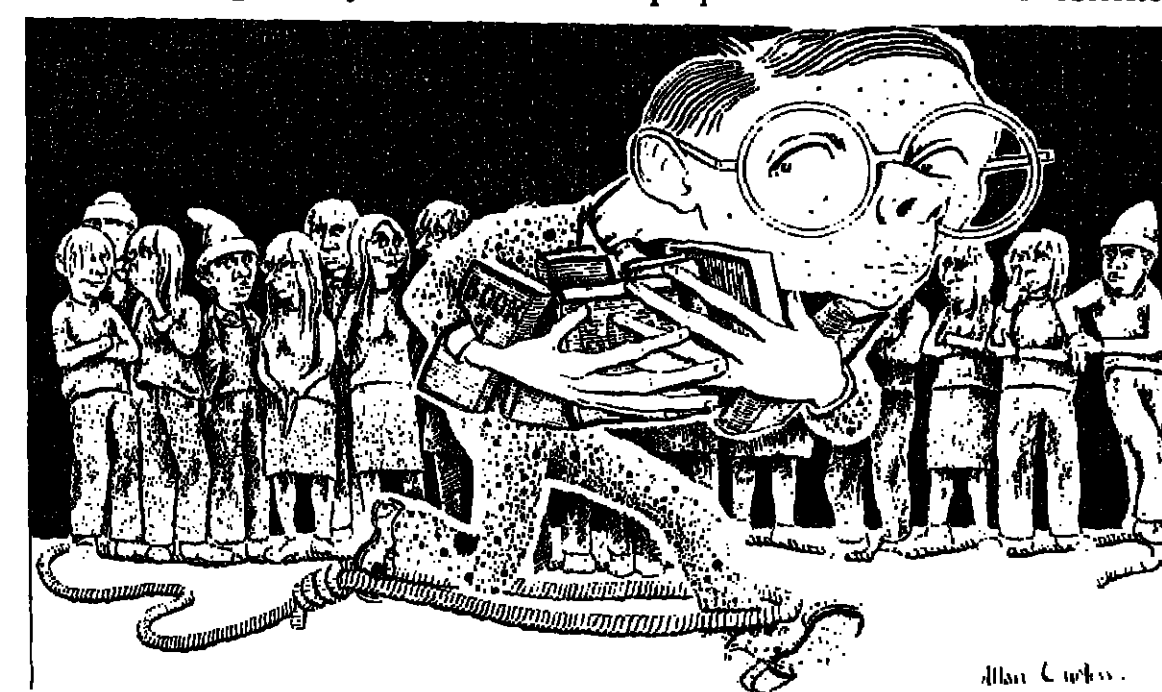
At the heart of the subculture of the comprehensive classroom is the "work-restriction norm", the powerful unwritten code by which the dossers exert their influence over the rest of the class, particularly those who are trying to pass exams.

Mr Turner says that the norm, regulating the amount of schoolwork that is permissible, is "taken for granted" by pupils. He gives this example of it in operation.

"Alan enters the classroom a few minutes late and heads for the back desk. However, Gary and Tony have moved to the front... They both have their books open and appear to be busy. Alan shouts so that all can hear: 'Look at Gary and Tony working'."

"Here there is no need for Alan to say what is wrong about what Gary and Tony are doing; it is taken as obvious. Alan's comments clearly suggest that working is inappropriate. The norm, then, can be used in attempts by pupils to mobilize others to support non-work."

Mr Turner says that such attitudes cause the most anguish for the "exam-committed" pupils. Often, they want to work when the rest of



Alan C. Turner

No marks for swots

the class - the majority - would sooner be flinging paper darts at one another or, to use another incident he witnessed, glueing their exercise books together.

But the penalties for keeping your head down when the rest are making mayhem are severe. John, studying for eight O levels, explained like this: "If you don't sort of join in (with messing around) you run the risk of losing all your friends... You get classed as being really dumb or as a teacher's pet. If they see you working they say: 'Why don't you join in, are you afraid of the teacher or something, you have to do your work'."

"It makes you look stupid if you are the only one working and everyone else is messing around. So you join in just for the sake of it."

As Mr Turner points out, this comment reveals a great deal about the way children perceive a swot. He is unintelligent and has to make up though hard work what he lacks in ability. This further lowers his status in the eyes of the class, many of whom, wishfully as it turns out, see themselves as intelligent, sailing through exams with the minimum of effort.

A central character in his narrative is Fleming, an indisputable swot, who is generally derided for once having produced a 6,000-word essay on the railway network without mentioning the big four railway companies. Instead, there was a great chunk devoted to a vivid description of the collapse of the Tay Bridge.

John said of him: "Fleming is very unpopular. Fleming is just an idiot. He just likes doing work."

This comment opens up a new vista on children's attitudes to school and work. Although the headmaster and teachers stressed the importance of attributes other than a commitment to passing exams - such as "trustworthiness", "contributing to school life" and a

"willingness to work hard", these were rejected by the pupils. In their eyes, passing exams is the only point of school. Pupils like Fleming were held in contempt because they apparently enjoyed working.

"The instrumental attitude to schoolwork which pupils such as John adopt enables them to separate themselves from pupils such as Fleming who they think work compulsively and forget what purpose it serves. There is also the imputation of stupidity which fits with the notion that swots lack intelligence."

"If work serves no purpose instrumentally, then to do it is obviously 'stupid'. Other possible motives for working hard, such as actually enjoying work, are dismissed as unthinkable."

Refusing to work or omitting to do homework also confers sexual status, especially among boys. Masculinity hinges on sticking to the work restriction norm and "defeat-

ing" what is perceived as the school's main objective - to make pupils work.

"Getting into trouble for not doing homework... indicates masculinity and thereby confers prestige rather than shame. Boys who do their homework are seen as 'poofs' - an inferior breed who are frightened to defy their teachers."

Much of Mr Turner's analysis applies to girls as well as boys, though they appear under rather less pressure to adopt the work restriction norm. Nevertheless, if they conform to their teachers' wishes, they are likely to be labelled as "creeps" or "snobs", especially by other girls who regard effort and achievement as "unfeminine".

Of course, not every child subscribes to the fond belief that natural talent guarantees a handful of O levels. Some, at least, appreciate there is a connection between success and work. Their problem is to find a way of putting in a reasonable effort without incurring the disapproval of their classmates.

The solutions are ingenious. Some children study in secret at home while at the same time massaging a reputation for always being out enjoying themselves... others work hard in class, but from time to time enthusiastically participate in bouts of "messing around". Another group find scapegoats among their classmates, labelling them "swots" for fear of being so described themselves.

But, as Mr Turner points out, there are risks in such attempts to remain one of the crowd. The child who tries to work independently of his teachers may fall behind and eventually despair of ever preparing himself adequately for an exam. And there is a fine line between pretending to be a dosser and actually becoming one.

He concludes that many able children, from both working-class and middle-class backgrounds, are victims of the work taboo generated by their peers and fail to achieve their potential at school. Rather than seeing deviant behaviour as a rejection of the ethos of the school, teachers should pay closer attention to the subtle pressures at work in the classroom.

The Social World of the Comprehensive School. Glenn Turner. Croom Helm. Price £11.95.

School disputes I.e.a.s' right to governorships

by Sarah Bayliss

A former direct grant school is applying to the Charity Commissioners for permission to exclude local education authorities from automatic membership of its governing body. Manchester Grammar School, which went independent some years ago, currently has eight out of 27 seats on its governing body reserved for local authority representatives from the Greater Manchester area. This dates from the days of direct grant when the Charity Commissioners insisted that local councils send pupils to the school should be represented by governors.

Mr Raymond Baldwin, chairman of the governors, said this week it was time to change the constitution of the governing body, not least because several of the local authority representatives failed to attend meetings and at least one authority had ceased to nominate a representative.

But the school was keen to retain links with people who knew about the maintained sector of education and it would be inviting interested councils to retain their membership, but as co-opted members.

Mr Baldwin said that in the case of Manchester and Cheshire, representatives had not attended recent meetings because they felt unable to sign the school's trust articles which implied support for the school's selective policy.

Mr Basil Jouda, leader of Cheshire's Labour group and a former pupil at the school, agreed he had not attended any governors' meetings since he was nominated 18 months ago. He would not sign the school's articles.

"There's a basic conflict between myself and the school over this," he said. Cheshire was still supporting a handful of boys whose education at the school should be complete by 1986, and until then it should have representation on the governing body. "We should be there to see the county's money is being properly spent - not to sign an oath of allegiance supporting the independent school ethos."

Mr Allan Richardson, Conservative leader of Cheshire since last November, said Mr Jouda would be replaced by a Conservative representative in three or four weeks time. He hoped that if the constitution of the governing body was altered, Cheshire would be offered a co-opted seat.

Mr Baldwin said there were no proposals to include parents or teacher representatives on the governing body. If the Charity Commissioners approved the changes any seats left vacant by the I.e.a.s. would be filled with people who would "safeguard the interests and future" of the school.

5 7 2 6 Arnold Junior Maths

THE SCHEME YOU CAN COUNT ON

There's something for everyone in the new junior maths scheme from E.J. Arnold. This carefully structured scheme provides the variety and depth of material necessary to satisfy all children in mixed ability classes. Lively and imaginative presentation of 'core' material, complemented by reinforcement and extension activities makes the teaching of mathematics rewarding to both teacher and pupils alike.

A free sample pack has already been sent to the hundreds of schools on our mailing list. A second free sample pack will be available soon containing sample cards and spirit master activity sheets for you to use with your children.

If you are not already on our mailing list and would like to receive sample packs 1 and 2 please complete and return the coupon. If you have already registered interest please do not reapply as you will receive the second sample pack in due course.

NO STAMP NEEDED IN UK.

E J Arnold PUBLISHING

I want to know more about Arnold Junior Maths. Please send me details and free sample packs 1 and 2.

Name School

Address

Postcode

L.E.A.

Please return to Arnold Junior Maths, E. J. Arnold & Son Ltd., FREEPOST, Leeds LS10 3TS.

58
10

NEWS



Facelift for Institute

by Julia Hagedorn

The Commonwealth Institute, now entering its third decade of existence in the present building in South Kensington, is to be given a new look.

Mr James Porter, director of the Institute, had his new programme approved by the Commonwealth Heads of Government when they met in Melbourne, Australia, in 1981 and the Institute presented a statement of its policy for the first time.

The permanent exhibitions, virtually unchanged since 1962, are to be updated and revised to reflect contemporary issues arising from political independence, the search for cultural identity and the struggle for development experienced by many Commonwealth countries.

There will also be a shift towards more active programmes focusing on specific countries which will be negotiated country-by-country. In 1984, for example, the focus will be on African countries and in 1985 on the Caribbean.

Over the next two years, the education department will make a determined effort to influence the curriculum in schools for the 9 to 13s, both in the UK and in Commonwealth countries. A research fellow working in cooperation with five countries will produce guidelines and pilot materials by next September. These will be tested in 400 schools with the help of Commonwealth exchange teachers. The object is to produce materials that will be a mixture of core subject matter and regional material. It is hoped that a major publisher will be interested in marketing this material for overseas countries. James Porter describes this new educational programme as a less emotionally charged way of teaching understanding and tolerance in schools. "We are not pushing it as multi-cultural material but as general background to the society we live in."

The Institute's exhibitions, art gallery, library and theatre were visited by 480,000 visitors last year, of which 112,000 were school pupils who had booked in advance.

People

Mr Joe Rea has been appointed head teacher of Dog Kennel Hill junior school, Dulwich. Before becoming a teacher in 1970 he worked in industry, commerce and the civil service.

Mr Andy Milne has been appointed head teacher of Shaftesbury House boarding school for maladjusted boys, Barkway Road, Royston, Herts. He has taught at the school since 1975.



Mr Rea

Mrs Ann Kelg has been appointed head teacher of Milton Mount First and Middle School, Crawley. She goes to west Sussex from Oxford, Surrey where she is deputy head of St Mary's CE middle school.

Mr Edward Ernest Hickford has been appointed headmaster of Midhurst grammar school. He succeeds Miss M P Evans, who retires at the end of this term.

Mr Dickie Jeeps and Mr Ian McCallum have been reappointed chairman and vice-chairman of the Sports Council for five and three years respectively.

Mr John Sheffield (Business Education Council chairman) has been appointed vice-chairman of the new Business and Technician Education Council (BTEC). Mr John Sellers (currently BEC chief officer) was appointed chief executive. Mr David G. Mitchell (Technical Education Council chief executive) was appointed director of education, and deputy in the absence of Mr Sellers.



Mr Milne

Survey shows deterioration of resources in 'good' i.e.a.s while low-spenders maintain steady levels

Enforced cuts hurt image of councils that care

by Richard Garner



Fred Smithies

Local education authorities who have previously cherished education are now being forced seriously to curtail services as a result of government pressure to reduce council spending, according to a survey carried out by the National Association of Schoolmasters/Union of Women Teachers.

On the other hand, some of the hard-line Conservative-controlled "cutters" of the past have called a halt to cutting because they realize they have trimmed their service to the bone, the survey, which is published this week, adds.

This is the explanation for such notorious cutting councils as Kent appearing on the union's list of 15 authorities where there has been a "reasonably satisfactory situation" over the past year, and an authority like Labour-controlled Haringey, which has been singled out by the Government for overspending, appearing on its list of nine authorities where there are "unfavourable developments across the board".

The union survey has been completed by union representatives in 83 out of 104 local education authorities in England and Wales.

The nine authorities cited as having "unfavourable developments across the board" are Berkshire, Durham, Gwynedd, Haringey, Isle of Wight, Sefton, Surrey, West Sussex and Sutton.

Mr Fred Smithies, general secretary designate of the NAS/UTW, said: "I have chosen these nine because the evidence provided by our colleagues working in these authorities shows that the educational provision is worsening pretty well across the board."

"Some of these authorities start from not too bad a base and - when we say there are unfavourable developments across the board - we ought to make it clear that some of them do have a pretty good track record in the past on education."

"Durham is an example of such an authority. Their schools are still not badly staffed by comparison with other local authorities. Certainly Durham in the past have done fairly well in the funding of their education resources."

They have now been brought to a position where they can't afford to

continue with that kind of record and things are going down hill fairly rapidly.

Fifteen local education authorities have been picked out by the union as having a reasonable record during the past year on education spending.

These are Avon, Bury, Cornwall, Coventry, Harrow, Hounslow, Kent, Kirklees, Nottinghamshire, Redbridge, Shropshire, South Tyneside, Stockport, Tameside and Walsall.

Seven authorities have been picked out as acting positively to minimize the harmful effects of local authority spending cuts. They are Croydon, Cumbria, Kent, Redbridge, Shropshire, South Tyneside and Tameside.

Mr Smithies explained: "These are not good authorities in the absolute sense. It happens that Kent and Tameside are on the list. Kent's pupil/teacher ratio is a disaster and in Tameside it is an even bigger disaster, but given that historical starting point their spending during 1982/3 appears to have been fairly tolerable."

Mr Eric Powell, the union's president, said: "When you're starting from a crumb, a crust is a help and this probably applies to some of the authorities here. If they got any worse the situation would become completely untenable."

However, the survey does go into more detail about the record last year of some authorities. For instance, it says of Lincolnshire: "In

almost every year since 1974 Lincolnshire has made severe cuts in its spending on education."

"It now has the worst primary pupil/teacher ratio in the country and its capitation allowances are appallingly low. Some of the smaller secondary schools are finding it almost impossible to maintain an adequate curriculum. Primary school meals are non-existent and teacher morale is at a very low ebb."

"All teachers' centres have been closed and virtually all in-service training of teachers has ceased. Small primary schools are under threat of closure and some have 40 to 11½ year olds in the same class."

Of Hampshire, it says: "Pupils above scale one are frozen. Also, 340 posts have not been filled during 1980. Shorter contracts are offered (one year only)."

"Remedial education is not provided in primaries. No provision for gifted children made by the local education authority. Specialists disappearing at all levels."

"Non-contact time falling in secondary schools. Primaries under hit. Money raised for prestigious durables, eg musical instruments, used to purchase stationery. Composite classes (mixed age groups) increasing. Schools' psychological service impaired."

The survey reveals that 28 per cent of authorities have unfilled vacancies, 36 per cent have a loss of restriction of subject options, 34 per cent have lost specialist teachers, 31 per cent have changed the curriculum to reduce things like marking and preparation time, in 16 per cent the viability of sixth-form entry has been threatened, 36 per cent have given their staff increased timetabling, 58 per cent have reduced capitation in real terms, 41 per cent curtail in-service training opportunities, 57 per cent have an increased number of mixed age classes in primary schools and 58 per cent have had cutbacks in support, ancillary or peripatetic services.

Mr Smithies said: "Councils in some authorities are no longer able to protect the education service they very much cherish and there is evidence that things are beginning to go seriously wrong, even in these hitherto good authorities."

Sikh dagger length still a suspension issue

by Diane Spencer

A 16-year-old Sikh boy has been suspended from a Leicester school because he insisted on wearing a nine-inch dagger, a kirpan, which is part of his religion.

The governors of Wyggeston and Queen Elizabeth 1st Sixth Form College, who decided to suspend Davinder Singh at the end of October, say he can return if he substitutes a three inch kirpan which is securely sewn inside his trouser sash

- the ghatra. This is done by many Sikhs, but Davinder's family belong to a very devout sect, the Amritdhari, which insists on the full length dagger being worn.

Mrs Susan Cunningham, education committee chairman, and officers have met the family several times to resolve the issue, but so far a satisfactory conclusion has not been reached.

The issue was thrashed out at a meeting between council officials and civil servants from the Departments of Education and Health and Social Security at the beginning of December. As a result, the council agreed to stop printing the list pending a review of its contents.

Venue mix-up cuts out exam

The anti-dissection lobby would have been delighted with the biology "practical" exam that took place at the University of London last week.

A mix-up over booking laboratories meant that 300 private A-level candidates had to work from photographs and diagrams rather than the traditional fare of dead rats and specimens swimming in formaldehyde.

Mr Alan Stephenson, secretary of the London GCE Board, said candidates were warned to expect a written paper drawn up as an "emergency measure" when it was realized there was not a laboratory to accommodate them.

It provided a thorough test of powers of observation and the ability to analyse data. Only manipulative skills, increasingly a minor part of biology practically, could not be assessed, Mr Stephenson said. But the incident will not be allowed to set a precedent. Next summer's practical will revert to the usual format.



The new Schools Abroad ski brochure with a whole lot more for '84

OUT NOW!

Schools Abroad First for Skiing - First for School Travel

Schools Abroad is the top ski operator for schools - with some 70,000 skiers travelling to the top European ski resorts with us this year. Just look through our bumper new 120 page brochure and you will see why.

IF YOU ARE SKIING ON A BUDGET... We have lots of ways to help you!

- ☐ **Ski Bulgaria** - we have more low price ski courses to our exciting resorts in sunny Bulgaria at astonishing prices!
- ☐ **Ski Italy** - prices are still reasonable in Italy and we have extra capacity in Cervinia and La Thuile, more accommodation in Santa Caterina and have new centres - Poppo and Madesimo.

We give you top skiing at top resorts at sensible competitive prices. In short you get top value for money from a privately owned independent company and caring team of school travel professionals.

- ☐ **Flexipackage** - save up to £20 on our already low off season prices.
- ☐ **Travel by Nightrider Coach** - save about £35 and let us whisk you to the centre by luxury coach with hot drinks aboard, reclining seats and a full length video feature film.

It's the skiing that counts - Ski at the top with Schools Abroad

We offer an unrivalled choice of over 30 highly rated centres in Bulgaria, Italy, Austria, Switzerland and France - all expertly selected with the young skier in mind. Uncrowded beginners' slopes remain a priority but our aim is to provide reliable snow at exciting high level resorts with challenging pistes for both the accomplished skier and the fast improving novice. All the resorts are ideal for parties and although many are international ski resorts all have extensive nursery slopes, with a good progression of lifts and pistes for those vital learning grades between the novice and expert stage.

The top range of Schools Abroad ski resorts for '84

Resort	Village Height ft	Top ski Height ft
BULGARIA		
Borovets	4,300	6,870
Pamporovo	5,345	6,355
Witinka	6,070	7,120
ITALY		
Aprica	3,865	7,550
Artina	4,240	6,800
Bardonecchia	4,700	9,120
Campiglio	3,570	7,000
Cervinia	6,660	11,350
Colle di Tenda	4,540	7,150
Poppo	5,125	8,325
La Thuile	4,813	8,565
Madesimo-Malta	5,806	9,000
Madesimo-Village	5,070	9,900
Santa Caterina	5,600	9,100
Thunale	6,130	9,830
Val Senales	6,540	10,700
AUSTRIA		
Badgastein	3,523	8,450
Pilzmu	2,665	5,950
Malniz	3,900	8,612
Schladming	2,438	6,155
SWITZERLAND		
Champéry	3,450	7,600
Les Collons-Thyon 2000	5,850	9,824
Leysin	4,000/5,000	9,000
Murgins	4,550	7,670
Ovronnaz	4,550	8,130
Saas Grund	6,100	9,750
FRANCE		
Les Arcs	5,250	9,840
Les Menuires	6,000	9,300
Montchavin/Les Cuches	4,060	10,600
Pay St. Vincent	4,550	8,775
Valmorel	4,550	7,810

THE UNIQUE SCHOOLS ABROAD SKI SERVICE - New for '84

- Direct flights from Cardiff, Bristol and Manchester with no flight add-ons
- Direct flights from Glasgow, Aberdeen and Belfast with low add-ons
- Low cost Nightrider coach departures saving you as much as £35 to 13 ski resorts in Italy, Austria, France and Switzerland.
- New resorts in Austria and Italy - we have added the Austrian spa town of Badgastein and the lovely Tyrolean village of Ellmau to our range of Austrian centres and have new hotels at the top Italian centres of Poppo and Madesimo

And we still give top value with...

- Travel absolutely free to and from your school and the UK departure airport
- Provided that your party consists of 30 paying members we will pick you up from your school and take you to and from your UK departure airport with nothing to pay and we can still help you if your party is less than 30 paying members with low cost pick up arrangements that will save you pounds.
- *This arrangement does not apply to our departures from Cardiff, Bristol, Manchester or Belfast.
- A meal on board your flight - both ways - an end to coffee, biscuits and snacks! Schools Abroad skiers enjoy a meal, usually hot on both the outward and homeward flights.
- Added to this is our quite superb insurance cover with maximum protection including travel delay insurance, cancellation against redundancy and with no 'first amount' to pay if you have a claim.

9 days skiing for the price of 8!

On all our departures to France and Switzerland on the 11th and 19th January you get an extra day's skiing instruction and lift pass at our normal low 8 day off-season prices.

If you have not received a copy of our SKI '84 brochure telephone us right away on 0444 414122 or fill in the coupon.

Schools Abroad
far and away the best!

Schools Abroad Group,
Grosvenor Hall, Bolnere Road,
Haywards Heath,
West Sussex RH16 4BX
Telephone: Reservations -
Haywards Heath (0444) 469921
Brochures and all other calls -
Haywards Heath (0444) 414122

Please send me SKI '84

Name

School

Address

Telephone No:



THE COLLEGE OF PRECURSORS
Incorporated in the United Kingdom 20th March 1979
www.collegeofprecursors.co.uk
TWO NEW CLASSES OF MEMBERSHIP

Member (MCIP): is recognised as a professional practitioner in a tangible way.
Ordinary Fellow (FCIP): the senior class of Fellow. Member ship is open to those who have made an outstanding contribution to education.

The College of Precursors is an examining body and a Teachers' Society which has Members throughout the world.

For a copy of the Membership Guide, please contact:
Chief Administrative Officer
The College of Precursors
7 Ridgmont Street, London
WC1E 7AE
Tel: 01-638 0796

Boyson criticizes sex education books

The Health Education Council has suspended publication of its list of films and books for sex education in schools following protests from Government ministers.

Dr Rhodes Boyson, junior education minister, and Mr Geoffrey Finsberg, junior health minister, wrote to Dr David Player, the council's director-general, saying that some of the publications could give young

people the impression that incest, group masturbation and paedophilia were desirable and even socially acceptable.

And they pointed out that the list contained little or no material from the Roman Catholic authorities or bodies like the Responsible Society. They took particular exception to three publications out of the total of 250 - *Make it Happy, Will I Like It?*

and a Danish book, *Boy, Girl, Man, Woman*.

The issue was thrashed out at a meeting between council officials and civil servants from the Departments of Education and Health and Social Security at the beginning of December. As a result, the council agreed to stop printing the list pending a review of its contents.

SCHOOL TO WORK

Courses

LOUGHBOROUGH SUMMER SCHOOL
— 53rd Year

(In conjunction with the National Sports Associations)

IN-SERVICE
COURSES

28th July — 13th August, 1983

Archery Athletics Badminton Basketball
Dance Gymnastics Fitness & Training Lawn Tennis
Rugby Squash Swimming Volleyball Weight Training
Ceramics Silversmithing Microcomputers Electronics with Physics

School Management Jane Austen Shakespeare
Primary Science Update on Economics
TEFL Education for a Multicultural Society

Write or phone for brochure:

SHIRLEY SANDOVER (TES)

The University, Loughborough LE11 3TU (0509 263171)

NATIONAL ASSOCIATION OF DRAMA ADVISERS

LIFE SKILLS FOR THE
1980's

Role-Play Drama Theatre 16-19

WAKEFIELD DISTRICT COLLEGE FRIDAY 4th MARCH 1983

A day course/conference to examine ways in which role-play, drama and theatre can contribute to education and training.

SPEAKERS, SEMINARS AND EXAMPLES OF PRACTICAL WORK
Open to LEA Advisers and Officers, teachers, lecturers, supervisors, trainers, youth workers, etc. For details and application form s.a.e. to:

NADA Conference Secretary,
51 Slaters Road,
London, SW12
Telephone: 01-390 2637

Organised in liaison with NATFHE Drama Section

Sheffield City Polytechnic
Department of Education Management

MSc in Education Management

Part-time Block Release

(Blocks of five days and weekends over 2 to 3 years)
Applications are invited from senior staff in education for this course which focuses on "effectiveness in education". Consideration will also be given to younger candidates who show good career potential. The Department also offers full time courses leading to the MSc or Diploma, in addition to a part-time Diploma course. MPhil and PhD degrees by research are also available.

For further information on any course please contact the
Admissions Tutor, Department of Education Management,
Sheffield City Polytechnic, 31 Colliery Crescent,
Sheffield S10 2BP. Telephone: (0742) 685274. Please
quote reference 681a.

Qualify as a
Montessori
Teacher

We have Full-Time - Part-Time and Correspondence Courses - providing the most comprehensive teacher training in child development and education available today.

They are assessed by the Dean of Professional Studies, Institute of Education, London University. The Correspondence Courses are written to assist students to study at home in their own time, guided by a personal tutor.

Broaden your qualifications and career prospects with an internationally accepted Montessori Teaching Diploma.

For full details and prospectus, please write to:

**London
Montessori
Centre**
Registrars Dept. Tel: 011
10 Euston Street,
London W1V 1TG, England

GCE
SUCCESS

Your first step to
success begins when
you pass your G.C.E.

Getting a pass with good marks gives you a reputation, or confidence for further education or a challenging career. It is the only way to get the best from life. Since the Report of the Committee of Enquiry into the Education of the 16-19 age group, many have turned to us for help. We have helped many thousands of students to pass their G.C.E. and to achieve their full potential. We have helped many thousands of students to pass their G.C.E. and to achieve their full potential. We have helped many thousands of students to pass their G.C.E. and to achieve their full potential.

Mick Farley, assistant secretary of NATFHE, the college lecturers' union, describes Ulster's new Youth Training Programme.

Prior shows commitment
to school leavers' welfare

Ulster's Youth Training Programme for school leavers is already operating. It started last September, a year ahead of the scheme which is being planned for Britain.

The official explanation is that the province was readier to provide suitable places because it already had more of the right kind of Government-sponsored units and facilities. But the real reason is probably Jim Prior, the Northern Ireland Secretary.

As Employment Secretary, Mr Prior was committed to the idea of providing a more comprehensive and purposeful vocational education and training system for young people. It was to be expected that he would take this commitment with him to Northern Ireland.

More surprisingly perhaps, given Mr Prior's ministerial background, is that the overall responsibility for Ulster's scheme has not been left to the manpower arm, as it has in the case of Britain's Youth Training Scheme.

The planning and direction of the Northern Ireland Youth Training Programme is shared by the Department of Economic Development (formerly the Department of Manpower Services) and the Department of Education in Northern Ireland, operating through an inter-departmental executive. This is advised by a policy-making representative body, the Manpower Advisory Council. Unlike its YTS equivalent, the Youth Training Board, the MAC has an independent chair - something the unions insisted on as a condition of their participation.

From the outset unlike the situation in Britain, the further education service was central to planning. Currently it provides about one third of all the filled full-time places, and, taking into account its "off-the-job" contribution, it provides something approaching 40 per cent of the total programme.

Other providers include government training centres, work preparation units (community-based workshops), employers and others such as the National Trust, Enterprise Ulster (an independent statutory board providing mainly painting and decorating and other environment work placements), and Young Help (administered by Community Services Volunteers). The full-time places available and the places filled at the end of 1982 are indicated in the table below.

Most effort has been concentrated on providing "guaranteed year" places for 16-year-old leavers. One of the major problems, and currently the subject of an investigation, is the staggering refusal rate of one in five. Of something like 9,300 16-year-old school leavers neither in full-time education nor a job, only 7,000 are in the programme and another 500 are said to be "unavailable", which generally means that they are in prison. The other 2,000 have refused places.

So far not all places, and those that have been, have tended actively to seek a place on the programme for themselves. Among the reasons advanced for the high refusal rate among 16-year-olds are poor public transport in rural areas, and the feeling of hopelessness which permeates parts of the community.

As in England and Wales, the Department of Education and Science

works through and with local education authorities, so in Northern Ireland DENI works through and with the education and library boards, of which there are five. Some of these, particularly at member level, have not been over-enthusiastic in their commitment to YTP.

Accommodation in many areas, particularly in Belfast, has proved difficult. Some of the demands placed upon the further education service by, for example, a number of work preparation units, have been totally unrealistic - and have in one or two cases led to friction between the further education service and other providers.



Jim Prior: wants a more comprehensive and purposeful vocational education and training system.

Lack of workshop accommodation has in a number of cases led to the overcrowding of existing workshops - sometimes to an unacceptably high level, and endangering health and safety.

The further education service has had an additional 180 academic staff for YTP, which, added to the 160 or so engaged previously on YOP, means the involvement of some 350 full-time appointments. Regrettably, and of great concern to the colleges as well as to individuals, few of these have been above Lecturer 1. The absence of graded posts in anything like sensible numbers is already providing a source of irritation and will quickly lead to a very serious loss in morale unless rectified.

As yet, colleges have experienced few difficulties in finding work experience placements (an essential part of YTP) for their trainees. However, given the serious continuing decline in the employment situation in Northern Ireland, there is some apprehension that this could well become a problem.

Employers are, in fact, encouraged to offer placements by an "incentive" in the form of £10 per week per place provided the same trainee remains in that place for at least a continuous period of five weeks. This is based on the expectation that an employer who offers such a placement will also provide some genuine training for the trainee - anything less than five weeks, it is suggested, would be unlikely to offer genuine on-the-job training.

However, there is now pressure from programme providers for some relaxation of this criterion, perhaps to permit an employer who provides a placement for, say, three days for each of eight weeks, to receive some payment.

A major feature of the YTP has been the introduction of systematic recording of the further education training and work experience undertaken by each young person using a

profiling system developed by the City and Guilds of London Institute.

There is general agreement that the concept of profiling for the YTP is absolutely right, but the age and method of its introduction is undoubtedly resulted in serious problems: not enough consideration for instance was given to how illiterates. This inadequate preparation has led to some concern that the very concept will be so damaged by the practice as to lead to rejection.

The further education teaching staff's professional association (NATFHE) is currently engaged in promoting a series of seminars in Northern Ireland, with the co-operation of the DENI, jointly with CGLI and the Further Education Curriculum Review and Development Unit (based in England and Wales), on the subject of profiling as part of a review and evaluation of the current position.

There is as yet no evidence to suggest that the programme has led to young people leaving further education, attracted by the £25 per week YTP allowance. However, it remains a danger.

Already employers are urging loudly that the places they have provided must be filled, and this is leading some to attempt to use political pressure for placements in employer-based schemes to be given some priority. With demographic trends suggesting a substantial decline in numbers of 16-year-olds as much as 750 this year compared with 1982 all providers will be anxious to at least maintain, if not improve, the number of their filled places. For colleges this means the need to expand provision mainly for 17-year-olds and to do so rapidly.

YTP is in its infancy, but it is a permanent feature in the education and training scene in Northern Ireland. It is not going to solve the chronic problems of massive youth unemployment in Northern Ireland, but although the cynics may regard it as a cosmetic exercise deliberately designed by Government as a way to deal with a politically sensitive issue, it undoubtedly is already seen by many young people as worthwhile, relevant and useful and it has the potential to become even more so.

Edited by
Mark Jackson

Courses

University of Surrey

M.A. Dance
starting OCTOBER 1983 One year full time or two years part time

Courses in
PRACTICAL CHOREOGRAPHY
DANCE ANALYSIS & CRITICISM
U.K. & DANCE HISTORY
DANCE EDUCATION
DANCE RESOURCES & ARCHIVES

B.A. (Hons.) Dance in Society
starting OCTOBER 1984

For further information please contact:

The Secretary, Dance Studies,
University of Surrey, Guildford,
Surrey GU2 5XH
Tel: 0483 571281, Ext. 544.

Provider	Places Available	Places Filled
Government Training Centres	1408	1420
Further Education (including Youth's which had 754 places available and 650 filled)	3416	3634
Employers	2167	1059
Work Preparation Units	2872	2598
Young Help	423	372
Enterprise Ulster	100	100
Youth and Community Projects	189	84

NEWS

Facing up to
the inquisitors

Brian Heap on the interview room
trials experienced by applicants
for university places

Interviews for university places have now started in earnest, to be faced by some with equanimity, and by others, with fear and trepidation. If reports are true, this seems to apply equally to the interviewers as well as to the candidates!

One applicant recently reported: "There were three interviewers, one asked the questions, one read a newspaper and one was more nervous than I was."

Not surprising, though, when one hears stories of sixth-formers actually ganging up on admissions tutors. "Seven of us were ushered into a room at the same time and he interviewed us all together. He went down the line and asked all the same questions, so we each gave him the same answer."

Interviewers, however, always have the edge. They are on home ground and have been reported as "hunting in pairs", while the unsuspecting applicant knows that much may hang on a wrong answer or a hasty, ill-prepared reply. At Manchester for chemistry this year, an applicant reported: "They were very pleasant and helpful, but it was a formal, 'make or break' interview. If you impressed them the offer was BE, if not BCC."

Just getting to the interview room itself can be a formidable exercise for some. One girl advised, "Allow plenty of time to find the medical faculty office. I was directed to psychiatry and venerology before someone gave me the right directions."

She then had to face a range of questions. What qualities make a good doctor? If you had the money, would you donate it to heart transplants or the mentally handicapped? What medical articles do you read in women's magazines, and when are you being interviewed by Manchester? The last one she found the most difficult to answer since she had not applied to Manchester! Altogether she was not very impressed. "The interviewers didn't let you answer their questions fully before interrupting and trying to twist what you had said. They didn't seem to have read my reference or UCCA form, didn't know what subjects I was taking and were quite unable to answer any of my questions."

Whether or not a university will interview applicants often depends on the subject. For law courses it is not unusual for written or verbal tests to be set, while for philosophy at least one candidate was asked to discuss the question of Clara. (Clara is your wife and if Clara is your wife then necessarily you must be her husband. If you are necessarily her husband then it is not possible that you could not be her husband. So it was impossible for you not to have married her - you were destined for each other.)

In a batch of interview reports from last year's applicants, difficult interviews were not uncommon. Frequently, the odds were quite considerable. "It was a gruelling interview with each doctor asking me questions. They wanted to know my views on everyday topics. It was quite daunting to be confronted with five interviewers on the opposite side of the table."

At Oxford, the methods employed were criticized. "The interview was very hard. The two men refused to bend or be friendly and gave the impression throughout that I was doing appallingly and that my exam paper was equally bad. It subsequently came as a complete shock to receive an offer."

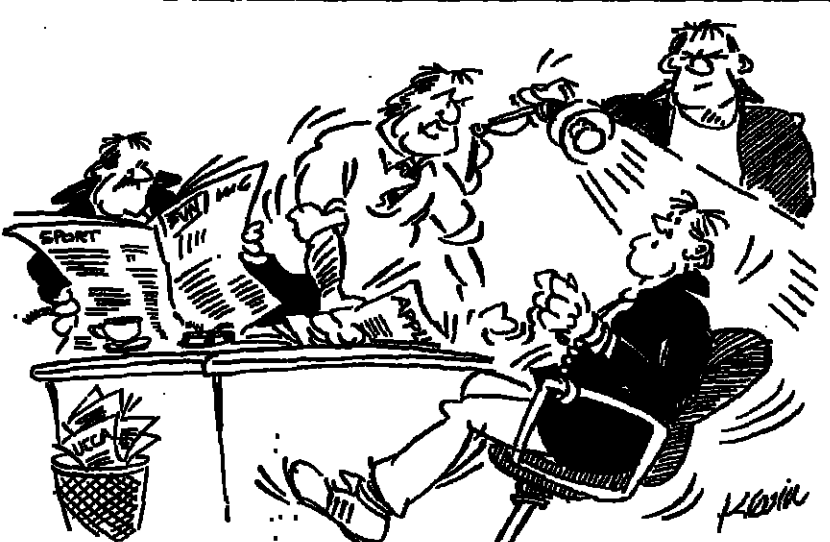
Meanwhile at another university:

"They bombarded me with questions, the interview was close to intimidation - for which they later apologized."

Other applicants in retrospect are puzzled why they were ever called for an interview. "While I was speaking they were holding a private conversation among themselves which I found unnerving to say the least."

Such conversations seem to be a common trait with interviewers. "They tended to get side-tracked discussing irrelevant subjects without allowing me to get a word in."

Others, however, set out to test the applicants' reactions. "They constantly switched from one subject to



another very quickly."

"The system used was that in which one interviewer was pleasant and relaxed, putting you at your ease, while the other was sarcastic and critical. I felt I had to put up a fight all the way, so I was equally sarcastic and cynical. I thought I had done badly but when I received a low offer I realized I was being tested."

The depths seemed to be plumbed, however, for one girl who wrote a three-page report on her

experiences: "They were slovenly, off-hand and rude... His flippant attitude emerged from the start ('You may smoke if you want to, it's forbidden here, but I'm going to...'). I left in disgust after an hour."

But many candidates found interviews pleasant. "Don't be put off by Dr X's purely academic interests and his tendency to obscure as much as possible the point he is trying to make."

The advice from many applicants seems to follow a similar pattern:

"Have questions to ask."
"If you are going for an interview for science subjects, be ready to talk about your favourite subject and the part of the course you find the most interesting - then be able to answer academic questions on it."

Most interviews, even those which are held prior to an offer being made, seem to last about 20 minutes, which at the time makes long, tedious journeys seem expensive and pointless, particularly for the girl who reported that the admissions tutor was "rather nice, called me 'Love' and asked about my sister, who left the college three years previously. In fact we talked about her the whole time."

But even this girl was grateful for the chance to visit the college and to talk to students and staff about the course, which left her in no doubt that she really wanted to go there. This aspect of an "interview" and the chance to have a look around is the most important part of the exercise.

Some universities do it well, with the students' union organizing guided tours. Other institutions almost ignore the applicant altogether.

Even so, there is no reason why such applicants should not go on a personal voyage of exploration, in order to decide whether or not it is the sort of place they could tolerate for the next three or four years.

The best way to put
1,568 steps in
your pocket.

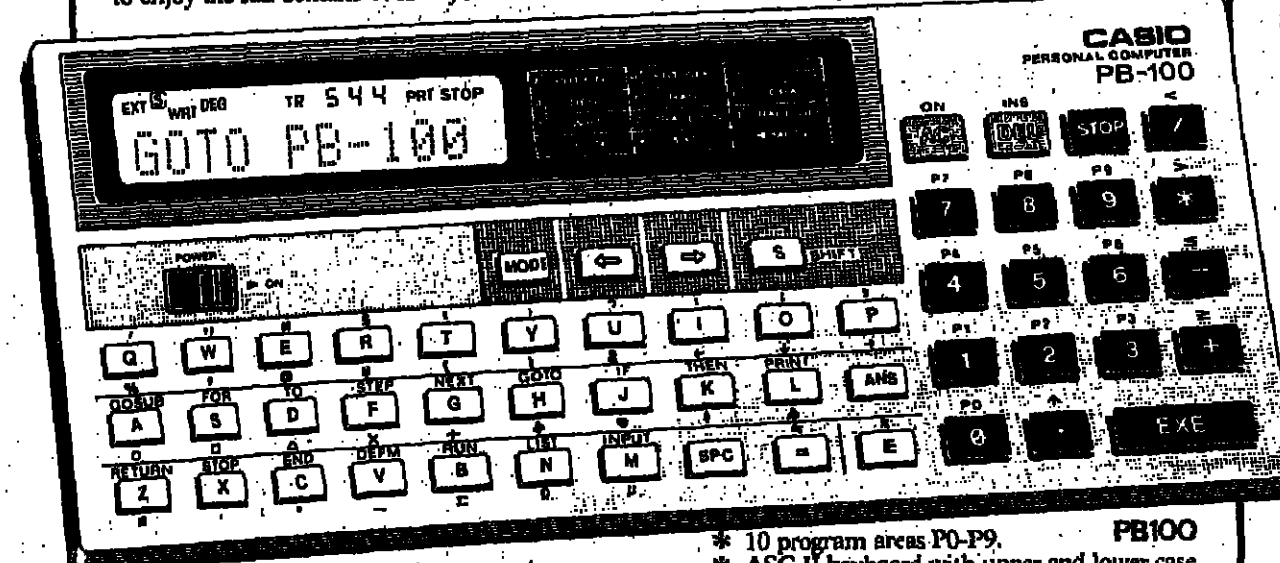
NEW
LOW PRICE
£59.95
RRP

Once again Casio takes the giant step forward - with a pocket computer package able to fulfil a wide range of business and personal demands yet doesn't demand an expert to operate.

The Casio PB100 comes complete with our 'Learn as you go' system manual that enables you to enjoy the full benefits even if you've never

operated a computer before. Making easy sense of the BASIC computer language, the PB100 is capable of an amazing variety of functions - plus a variety of computer games to extend your versatility.

The PB100 is just one of Casio's amazing range of high technology products all of which offer outstanding value for money.



* 544 program steps, 94 data memories (expandable to 1568 steps or 222 data memories with optional RAM pack)
* Auto power-off function with programs/data preserved with power off
* Many convenient user functions built in, inc: trigonometrics/inverse trigonometrics, logarithms/exponentials, powers, symbolization, random numbers

* 10 program areas PO-P9
* ASC II keyboard with upper and lower case characters display
* 8 levels of sub routines and 4 levels of "FOR-NEXT" looping
* Compact, lightweight
* System can be upgraded with cassette tape recorder interface (FA3) and memory expansion RAM pack (ORI)

Casio Magic!

CALCULATORS
WATCHES
KEYBOARDS
CASH REGISTERS

CASIO

To: Casio Electronics Company Limited, 21st Floor, Unit 6, 1000 North Circular Road, NW2 7JD. Please send me full details of the Casio PB100.

Name _____

Address _____

"Please Sir, look Sir, Jones minor is doing a handstand on the chairlift."

If you're organising your school's 1983/4 Alpine invasion, you'll save yourself a lot of worry right from the start by coming straight to Thomson.

In our 1983/4 Skiing for Schools brochure there's an impressive range of centres: in Austria, Italy, Spain and Switzerland including three new additions to the programme.

All the centres have been specially chosen to cater for both novice and budding Franz Klammer, and the choice of accommodation is just as comprehensive. You can choose anything from a well-appointed 4T hotel to a simple but cosy IT pension. All are equipped to meet the particular needs of school parties.

Most of our centres are reached by daytime flights on our own airline, Britannia Airways, from either Luton, Gatwick or Manchester. But there's also a luxury door-to-door coach service to Fieberbrunn in Austria and Anzère in Switzerland.

On arrival, you'll be met

**Does the idea
of supervising a school
skiing party fill you with
ghastly forebodings?
If so, you obviously
haven't looked into the
Thomson Skiing for
Schools programme.**

by more Thomson reassurance in the form of one of our experienced Skiing for Schools representatives. As well as supervising the fitting of ski equipment and the provision of lift passes, he or she will never be more than a yodel away throughout your stay.

(For those who can muster the energy after a day on the piste, they'll also have a full programme of après ski entertainment arranged.)

Compare our prices with anyone else's, and you'll see they're extremely competitive, and naturally include full insurance cover, 12 hours' tuition and all skiing equipment for each member of the party. What's more, they also carry the

comprehensive Thomson "no surcharges" guarantee.

One thing even Thomson can't guarantee, of course, is the weather.

However, every centre in the brochure has been carefully selected for its outstanding snow record. And in the unlikely event of its absence at your resort, the Thomson "No snow" guarantee means we'll take you, whenever possible, to a nearby centre where it's more plentiful. At no extra cost.

As you can see we've done our homework pretty thoroughly.

So make sure you do yours. If your school hasn't already received our 1983/4 brochure, obtain one now, by ringing our Skiing for Schools office on **Freephone 2537**.

From then on, it's downhill all the way.

Thomson
Skiing for Schools

You don't
have to hope for the best.

Help on way for maths

A new one-year course will shortly be available for teachers faced with pupils who find mathematics difficult.

A minimum of three years' experience teaching maths, remedial children or both will be looked for.

The course has been developed by the Mathematical Association in the mathematics centre at the West Sussex Institute of Higher Education. Four other colleges will also offer the course: Matlock, Hertfordshire, West Midlands and Newcastle Polytechnic.

Five teachers under the direction of Mr Afzal Ahmed, a lecturer at the centre, have just completed a trial run of the course.

A spokesman for the Mathematical Association said it would count as a diploma course. These were usually two-year part-time courses.

But the association was negotiating to have the course "designated" by the DES and that would release some of the special funding available for in-service training.

More courses to meet demand

The British Council is boosting dramatically the number of short courses in runs in this country for educationists from overseas. This follows increasing demand from people abroad for access to British education.

Seventeen courses are planned for this year, as opposed to the 10 which were run last year. Nine of these courses are new, and include a two-week seminar in curriculum evaluation, to be run by Mr Malcolm Skilbeck, of the London Institute of Education.



Home Secretary William Whitelaw, chairman of the committee which wants to reform London's County Hall (above) and the metropolitan counties.

Cabinet discusses ILEA's future

by Biddy Passmore

The future of the Inner London Education Authority was expected to come under Cabinet scrutiny again yesterday, as ministers considered a plan to scrap the metropolitan counties, including the GLC.

The plan, drawn up by a Cabinet committee chaired by Mr William Whitelaw, the Home Secretary, could put in question the retention of England's highest spending education authority because it is technically a committee of the GLC.

Under the committee's proposals, the ILEA would continue to exist but would in future consist entirely of inner London borough representatives rather than the present mixture of borough nominees and GLC members. But it is not certain that this part of the plan will get

past the Prime Minister, who is annoyed at the authority's continued flouting of Government spending targets and who still hankers after a more radical solution, such as its disbandment.

As predicted in *The TES* in August, abolition of the metropolitan counties is the only major reform of local government on which the Cabinet committee has been able to agree. The idea of a separate block grant for education has been rejected, mainly because of Treasury opposition to higher central government spending.

Alternatives to the present rating system, such as a poll tax or local income tax, have also been turned down. But a Treasury plan to impose an upper limit on high-spending councils is still believed to be an option - and could be another way of cutting the ILEA's budget.

If the Cabinet endorses the committee's proposals, it will mean abandoning the Conservative manifesto pledge to abolish rates. But, judging by last year's Conservative Party conference, a pledge in the next manifesto to abolish the high-spending and Labour-controlled metropolitan counties could prove equally popular with the Tory faithful.

A move to replace the existing mixture of GLC members and borough nominees with an authority consisting entirely of borough members could prove unworkable, a Conservative member of ILEA has warned. In a letter to *The Times* last

week, Dr David Avery, who is both a borough nominee to the authority from the City of London and a GLC member for Westminster South, said borough members would not be able to find the extra time to do the job. "With some very honourable exceptions over the years, the worst attendance records of the ILEA have belonged to borough councillors appointed by their local councils," he wrote. This was because borough councils tended to attract younger people with children and careers.

However, when Sir Frank Marshall put forward precisely the same solution for education in his 1978 report on the Greater London Council, he suggested that the change would make the authority less remote.

Theology student wins fight for reinstatement

A 21-year-old theology student has won his fight to be reinstated at Kent University following an intervention by the Archbishop of Canterbury.

Simon Gosling, a second-year student from Whitstable, Kent, returned to the university this week, exactly a year after he was sent down for poor work.

His victory follows a long battle, including a High Court hearing, and an appeal to Dr Runcie, who holds the title of University Visitor.

Simon believed he had been sent down without a proper hearing and that the decision breached the university's disciplinary procedures.

Last October the High Court ruled that Simon could not be reinstated because the matter was outside the court's jurisdiction and should be dealt with by the university.

Last month, Dr Runcie heard Simon's case in private. Now, in a 10-page report, he has dismissed the technical grounds of the appeal but said he was worried that no attempt had been made to find out what had gone wrong before the decision to send down was taken.

He did not want to draw attention from Simon's poor record as a student, but the situation might have been different if better pastoral care had been exercised.

Multicultural misgivings

Everyone is on the bandwagon of multicultural teaching, John Eggleston, professor of education at Keele University, told a conference in London recently. "But I am deeply sceptical about what is being achieved," he added.

"When I go into schools I feel that things are very little different from what I was arguing about ten years ago."

A survey conducted by his department showed a fragmentary and incomplete provision of in-service training for education in a multicultural society. It varied from non-existent to inadequate. Some local education authorities said: "We do not need it because we have no problem."

"The message of multicultural education must get through to teachers who need it the most: not members of the National Association for Multicultural Education or people attending conferences like this," he said.

The key factor was the enthusiasm of the head teacher. "If he or she placed a high value on a course, great improvements could be made."

Post Office in literacy effort

The Post Office and the Adult Literacy and Basic Skills Unit have combined efforts to produce a teaching pack to help the nation's two million adults who cannot read and write adequately.

The pack aims to help people on literacy courses understand how to use the range of services offered by the Post Office. Five thousand copies will be sent to adult literacy tutors around the country. The 28 work sheets include topics such as shopping by post, opening a giro account and renewing a motor vehicle licence.

Mr Alan Wells, director of ALBSU, praised the high quality of the teaching pack. "Those at the bottom of the educational ladder should have the best material."

Mr Ron Dearing, chairman of the Post Office, described the collaboration between the two organizations as "enlightened mutual self-interest".

Using the Post Office, £2.50 plus postage, from ALBSU, Kingsbourne House, 229/231 High Holborn, London, WC1V 7DA.

Schooldays Ski days

OUT
NOW!

So much more VALUE...Check for yourself.

* GUARANTEED PRICES	✓	* UNIQUE SCANDINAVIAN MULTI-ACTIVITY HOLIDAY	✓
* TOP SKI RESORTS IN AUSTRIA & ITALY	✓	* AIR DEPARTURES FROM GATWICK	✓
* GLOBAL RELIABILITY AND CARE	✓	* LUXURY SKI-LINER COACHES WITH RECLINING SEATS, VIDEO, TOILETS - AND FREE SCHOOLGATE DEPARTURE	✓
* FREE SKI HAT	✓		
* FREE PUPILS SOUVENIR ITINERARY	✓		
* SUPER VALUE PRICES	✓		

Find out what skiing with Schooldays can offer your school party.
Post this coupon for our 1983/84 brochure now.

Global

To: Schooldays, Glen House, 200 Tottenham Court Rd., London W1P 0LP. Tel: 01-580 6968 or 01-537 3333.

Name _____
School _____
Address _____

ATOL 343. ATOL holder Global of London (Tours & Travel) Ltd.

TES 14/1

OVERSEAS

France/Anne Corbett

Move towards wider, fairer HE system

PARIS: The draft of a law encompassing a vision of an expanded and fairer system of higher education designed "for a post-industrial society" has just been released by M. Alain Savary, the French Minister of Education.

Though a number of particular points attract criticism, the main lines have been welcomed by those most closely involved. A right-wing teachers' union and a right-wing students' union are so far the only exceptions. As one university vice-chancellor put it on the day of publication: "We will have comments to make. But it looks a good law."

It is based on the twin principles that a modern society needs the full economic and intellectual contribution of its higher education institutions, and that students with the will and aptitude for higher education should be encouraged to pursue their studies. There should be no going back on the tradition of open access to higher education for anyone with the *Baccalauréat*.

M. Claude Jantat, ministerial advisor responsible for a report which marked the first step towards the draft law, has emphasized the elements that the Government regards as crucial: that the higher education sector should be unified and that its role should be clearly defined and enriched to include research as well as teaching, recurrent education, playing a part in regional and

national life and cooperating internationally where relevant.

M. Jantat stresses the Government's intention that while there should be more students, they should no longer be able to leave university "without a proper professional training".

Since at present institutions in the public sector, including the prestigious *grandes écoles*, come under various ministries, there would be an interministerial committee to coordinate development and diploma policy.

The last French higher education law was produced in a hurry after the riots of May 1968. Though its principles are still regarded as relevant – the law proposed that all universities should be autonomous, run on a participatory basis and multi-disciplinary in their studies – it did not provide the framework to enable elite institutions to welcome treble the number of students, nor did it help them to come to terms with the fact that in a changing world the teaching profession no longer needed all those students.

There is likely to be some trouble to come on the small print of M. Savary's draft, particularly as it relates to structure of the university teaching profession. But the draft law's commitment to a unified system and an enriched role for the universities marks a break with previous government policy.



Link-up talks deferred

PARIS: Negotiations for the so-called marriage between the French state and private schools have been deferred, M. Alain Savary, the Minister of Education, announced last week. This means until after the municipal elections in March, which now dominate the political agenda in France, and for which the private schools issue has provided combustible material for politicians and the press.

The initial Catholic reaction was that M. Savary's terms were unacceptable, but that some kind of negotiation was not inconceivable. Then came a re-affirmation from M. Savary that negotiation meant negotiation, followed by an olive branch from President François Mitterrand (pictured above) in his new year broadcast, underlining his commitment to pluralism.

But the meeting of the full educational council of the Catholic Church, meeting for the first time last week, hardened its position. Negotiations could not begin unless certain guarantees were given from the outset.

Irish Republic/John Walshe

Strike over staffing cutbacks threatened

DUBLIN: Mrs Gemma Hussey, the new Education Minister, faces a one-day teachers' strike and other public protests over proposed cuts in school staffing levels and the introduction of transport charges for secondary school pupils.

The three main teacher unions have joined forces to campaign against the Government's plans which they see as a serious threat to the educational services.

The teachers have, in effect, tried to block the introduction of charges by banning cooperation with the scheme but the Government hopes to get around their action.

They have also published advertisements in the newspapers seeking parents' support. One union has announced plans for a strike and the others are expected to join in a demonstration on January 26. The unions' main long-term worry is the restriction on staffing levels.

The Government proposes to phase out clerical assistant and caretaker posts in all schools through non-replacement of staff. It also proposes a worsening of the pupil

teacher ratio in secondary schools from 19 to 1 to 20 to 1.

The Government also wants to alter class contact hours for secondary teachers, restrictions on the appointment of ex-quota teachers and of career guidance counsellors to larger secondary schools. Under its proposals, the principals in smaller secondary schools would have to do some teaching duties.

Although some of the measures had been announced by the previous administration, the new coalition government had not anticipated a greeted public reaction that has led to the cancellation of the full details of the cuts.

Even the Catholic bishops' heads of religious teaching orders have expressed their concern at the cumulative effect of the proposals which will put many small schools at risk of closing.

The Government argues that the cuts are necessary because of the dire financial straits the country finds itself in.

Netherlands/Lynne George

Dutch opt for English

AMSTERDAM: Mr G van Leijonhorst, Education Secretary, has recently presented guidelines on the compulsory teaching of English in the new primary schools to the advisory Central Commission for Educational Consultation.

Although English is already taught in some primary schools, by 1988 it will be a compulsory subject for the two top classes at least, of the new basic schools which 4 to 12-year-olds will attend from 1985. English has the edge on French and German, two other languages commonly taught in Dutch schools, because of its status as a world language and its accessibility for Dutch youth through the English-language saturated media. In secondary schools 90 per cent of pupils already choose English as a leading foreign language.

The Centre for Curriculum Development is in the process of developing multi-choice English schemes for schools which should form an integrated part of the new curricula as a whole.

Sri Lanka/D B Udalgama

Poverty cause of drop-outs

COLOMBO: After more than 35 years of free education, official statistics show that 14 per cent of the population of 1.9 million have no schooling whatever. A recent survey shows 41.3 per cent had no primary schooling while 10.9 per cent have passed the GCE O level.

Only 2.6 per cent passed the A levels examination and, despite university education having been available for 40 years, there are only 74,980 graduates or 0.6 per cent of the population. Of the graduates 47,170 are men and 27,810 women.

The drop-out rate at the primary stage is due mainly to poverty with half the population on a monthly income of £9.

Travel

Quest

ACTIVITY COURSES FOR SCHOOLS & YOUNG PEOPLE

Quest is a new company offering seven day multi-activity holidays of experimental learning, set in the delightful French mountain village of Megeval.

This is an ideal situation for the informal teaching of the French language, Geography, Geology, enhanced with a flexible programme of adventurous activities including mountaineering, grass skiing, horseriding, tennis, skating, swimming, fishing, golf and many more.

For full particulars contact Nigel D. Bagg on 01-938 1866

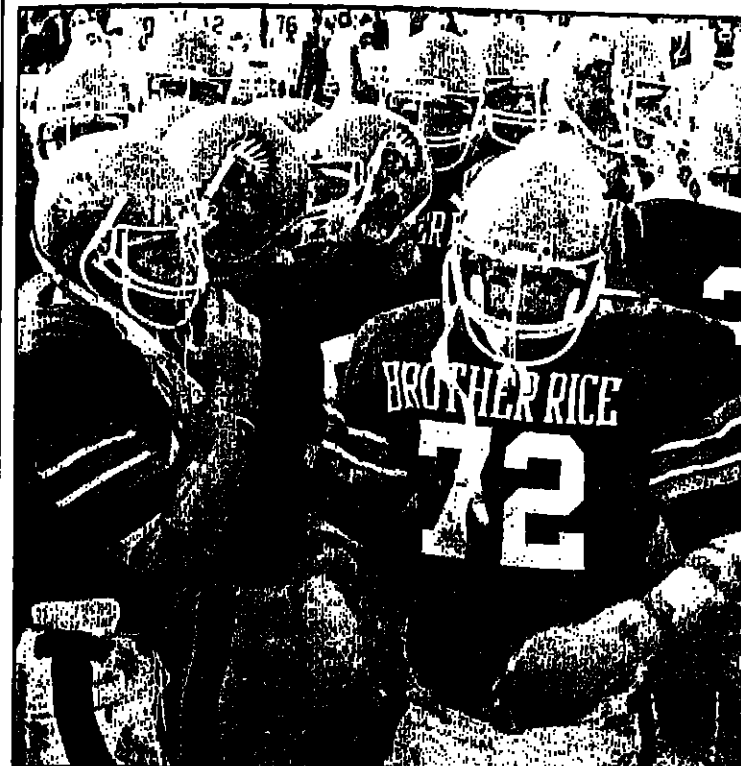
CAP D'AGDE

This sophisticated French Mediterranean resort is the newly established holiday city (featured on TV) for a completely satisfying holiday with a difference. Superior fully equipped six apartment villas by the sea, each with a magnificent marina. From 1983 including wide choice of travel and transport membership to Sunbreeze International S.A.R.L. For colour brochure contact all Enbridge Travel Ltd, 91/93 Cranborne Road, Hford, G11 4EP or ring now 01-535 095 (24 hours).

OVERSEAS

United States/Peter David

College sports stars will have to play it by the books



Universities anxious to recruit talented football players have traditionally turned a blind eye to their academic failings.

WASHINGTON: American school leavers dreading a rapid rise to stardom through their athletic prowess will now have to pay more attention to their academic studies following an historic decision by the National Collegiate Athletic Association.

At a stormy meeting in San Diego last week the NCAA – the governing body for university and college sport – overcame opposition from traditionally black universities and agreed to adopt strict new rules demanding that students meet minimum academic standards before taking part in major matches.

The decision is the most important change for a decade in American college athletics, a multimillion dollar business which brings universities lucrative incomes through the sale of tickets for television rights. For years universities anxious to

recruit talented football or basketball players have turned a blind eye to the academic failings of student athletes.

However, the NCAA has now adopted two rules proposed by a committee of university presidents chaired by Mr Derek Bok, president of Harvard. The most important rule says that from 1983 first-year students will not be allowed to compete in major sports matches unless they left high school with a grade point average of 2.0 (out of a maximum 4.0) in a core curriculum of academic subjects including mathematics, English and social and natural sciences.

In addition first-year students hoping to play in first division football or basketball teams must have scored at least 700 out of a possible 1,600 in the Scholastic Aptitude Test (SAT) taken by millions of

school leavers every year.

University presidents backing the rules claim they will prevent the widespread practice of universities recruiting talented athletes with no real prospect of completing a degree.

Mr Frederick Davison, president of Georgia University, said it was essential to re-establish academic standards for students participating in big-time intercollegiate sports.

He added: "This is absolutely necessary for the future of college athletics and for the tremendous role athletes can play in offering an incentive for academic achievement at the high school level."

"High school sports can become the stimulus that drives students with athletic ability to academic achievement so that our campuses are not turned into academic salvage operations."

But the presidents of black colleges attending the meeting opposed the new rules, claiming that the academic standards were set far too high and would discriminate against black school leavers.

Dr Jesse Stone, president of Southern University in Louisiana, said the SAT tests had been criticized for a cultural bias against blacks. He described the new rule as "patently racist" and said black colleges would consider retaliating by leaving the NCAA.

"The SAT is used by colleges as a key indicator of the academic ability of school leavers. Fewer than 5 per cent of black children taking the test achieve a score of 700 – the new minimum to qualify for intercollegiate sport – whereas 75 per cent of whites achieve 700 or more."

Legal conundrum on what constitutes a prayer

WASHINGTON: Children returning to school in New Jersey after the Christmas holidays were surprised to find a new ingredient had been added to the school day – a one minute period of silence before the beginning of class to be used for quiet and private contemplation and introspection.

Last week, however, the period of silence vanished as abruptly as it had arrived. The moment of quiet and private contemplation had generated a noisy and legal battle and confronted America's courts with the conundrum: when is a prayer not a prayer?

Organized prayer is outlawed in publicly-funded schools under a controversial Supreme Court ruling that it violates the constitutional separation of church and state. But is a period of silence a prayer? The American Civil Liberties Union claims that it is; the New Jersey legislature disagrees.

A definitive answer may eventually have to come from the Supreme Court itself. Meanwhile, a Federal Judge in New Jersey has ordered the minutes of silent contemplation to be suspended pending hearings this week.

The complaint filed by the ACLU describes the New Jersey law mandating the period of silence as an obvious subterfuge aimed at bypassing the Supreme Court ban on prayer. Mr Richard Altman, the union's lawyer, said the ACLU had presented affidavits from pupils saying they believe they are being asked to pray during the minute of silence.

"If the purpose behind the law is not to reintroduce prayer, then what is its educational purpose or alleged benefit?" he added.

Mr Lawrence Martinelli, a lawyer expected to argue the case for retaining the moment of silence, said the state legislature had introduced the law in a constitutional manner. He claimed the statute was neutral with respect to religious content.

But the most vulnerable part of the state's case may be the outspokenness of the legislators who pressed for the law to be passed. Several announced publicly that they hoped the moment of silence would be a first step towards reinstating prayer in public schools.

on the ACLU's claim that it is unconstitutional.

The complaint filed by the ACLU describes the New Jersey law mandating the period of silence as an obvious subterfuge aimed at bypassing the Supreme Court ban on prayer. Mr Richard Altman, the union's lawyer, said the ACLU had presented affidavits from pupils saying they believe they are being asked to pray during the minute of silence.

"If the purpose behind the law is not to reintroduce prayer, then what is its educational purpose or alleged benefit?" he added.

Mr Lawrence Martinelli, a lawyer expected to argue the case for retaining the moment of silence, said the state legislature had introduced the law in a constitutional manner. He claimed the statute was neutral with respect to religious content.

But the most vulnerable part of the state's case may be the outspokenness of the legislators who pressed for the law to be passed. Several announced publicly that they hoped the moment of silence would be a first step towards reinstating prayer in public schools.

Kenya/Irungi Ndirangu

'Build campus or quit' warning

NAIROBI: The Kenya Government has ordered an American private university that has been operating in Kenya for the past 12 years to build a permanent campus or close down.

The United States International University (USIU) in Nairobi must also show plans for the revamping of its academic programmes or have its licence cancelled. Mr Joseph Kamotho, Higher Education Minister, issued the order in a recent press conference in Nairobi, after receiving a damning report on the university from a study committee appointed by the government to look into the quality of education offered at the extremely expensive university.

It was chaired by Professor Philip Mbiti, the deputy vice-chancellor of the University of Nairobi. The members were drawn from the Ministry of Higher Education, the

University of Nairobi, and the Kenyatta University College of Education.

The report condemned both the academic and administrative structure of the USIU and urged the Government to cancel the university's licence if it does not show plans for improvement.

The academic degrees offered, mainly Master of Business Administration (MBAs) at postgraduate level and Bachelor of Arts at the undergraduate level, were also found to be unacceptable.

The Minister advised those going to the university that they did so at their own risk and that they would not be able to get a job with the Ministry as secondary school teachers due to the questionable nature of their certificates.

The university does not admit stu-

dents on merit to its programmes, it has no academic structure and no acceptable scheme of service for its staff. It hires 90 per cent of them on part-time basis from the University of Nairobi, Kenyatta University College and the Kenyan private sector.

The university, the committee found, was given 100 acres by the Kenya Government to build a campus when it started operations 12 years ago. But it later sold all the land except 3.8 acres.

Mr Kamotho has pointed out that the university was not being asked to close down but to regularize and justify its existence.

Observers in Nairobi do not expect the USIU to build a campus. Most expect it to close and shift to another African country because of the escalating cost of land in Nairobi.

India/A. S. Abraham

Further programme to promote girls' education

BOMBAY: The federal education ministry has drawn up another "special programme" to promote the education of girls in India. It offers free uniforms, full federal subsidies for giving women teachers housing, and non-formal education centres meant exclusively for girls.

There will be awards for schools with the most impressive enrolment and, more important, retention rates (the present drop-out rate for girls in primary schools is 65 per cent).

The programme is aimed, like others in the past, at reducing the present wide disparity between male and female enrolment and attendance at all school levels.

Past schemes have offered scholarships for girls tied to their attendance at school, quarters for women teachers, stipends for women enrolling in teacher-training courses, and full-time "school mothers".

Despite this, two decades after these incentives were first made available, the number of girl pupils in 1978-79 in the lower classes went up by only 1.6 per cent (as against a general increase of 3.2 per cent), and in upper classes by 5.1 per cent (as against an overall rise of 5.5 per cent).

In 1979-80, female enrolment in the lower classes was 55 per cent of the total number in that age-group, while in the upper classes, it was 27 per cent.

It is in the higher classes, that official efforts to improve female attendance have had at best a marginal impact.

Soviet Union/Kenneth Shaw

The West through Red-tinted spectacles

Right-wing governments in the United States and Britain are cutting education and social services to the bone, Americans are burning some of the country's best books and thousands of unemployed Britons are sitting at home watching pornographic films on their video-machines.

This is the picture painted by Mr V. Ostrogorski, a commentator on the Western scene, for the benefit of Soviet teachers.

In the teachers' newspaper, *Uchitel'skaya Gazeta*, Mr Ostrogorski asserts that in Indiana and North Dakota obscurantists have built public bonfires of the novels of Steinbeck, Faulkner and Conrad.

Anti-war protests are rife with the number of protesters reaching record levels.

The rapid strides taken in the anti-war demonstrations in western countries would hardly have been

possible without the shining example of real socialism, asserts the writer. Which means, he says, Soviet socialism.

Going on to admit that even in Russia "we have problems", Mr Ostrogorski argues that the problems will be solved because the new Russian leader has positive ideas on disarmament whereas the American President has nothing but the false "zero solution".

Travel

N.S.T. LTD.

(SCHOOL, YOUTH & ADULT GROUP TRAVEL SPECIALISTS)



For 1983 and 1984

N.S.T. still has some availability for 1983 on our Continental & U.K. programmes.

All 'Schoolcoach' tours include a full coach excursion programme in the tour cost.

French/German language courses – some availability for Spring 1983. Also for Autumn 1983/Spring 1984.

Exchange visits, concert tours, outdoor pursuits visits (U.K.) sports tours arranged.

Booking charts now open for 1984 – book early and enjoy the benefits of a guaranteed fixed price.

Write in for full details to: N.S.T. Freeport 13-17 All Hallows Road, Bishopstoke, Blackpool FY2 6BR. Telephone 0253 52525 – 10 Lines (No stamp required)

Spain/James Connell

Call for more control of nursery schools

BILBAO: The Spanish Government is being pressed to accelerate legislation which will control the establishment and running of nursery schools.

Under the present free-for-all both public and private bodies provide places for 600,000 infants between the ages of one and six, the age at which their official primary school education begins. It is felt that there should be closer supervision of teacher qualifications, salary bases and school premises.

The lion's share of this often lucrative market is in private hands. An estimated 90 per cent of children between the ages of two and three attend private kindergartens.

A bigger percentage of four to five-year-olds, nearly 60 per cent, attend public nurseries. Until now a nursery school could be set up like any other business without special regulations governing the welfare of staff and pupils.

The existence of a large private sector in flats and houses is suspected.

In these, many under-age babysitters look after a large number of children in return for minimal wages. Educators are sceptical of the standard of care and tuition in private centres.

Groups of local authorities, town halls and county councils provide a more reliable service under public supervision. Fees range from nothing for unemployed parents, to £60 per head including meals and transport.

Private centres in lush premises, offering a wide range of often questionable extras, can run to £150 a month.

Six hundred approved centres are currently eligible for state aid and many of these are recognized mothers' play centres to aid working mothers.

In recent years non-profit making cooperative centres have become popular in which parents and teachers coordinate the running of the centres. Socialist sources estimate that 80 per cent of all children between the ages of four and five are receiving some form of organized tuition.

Jas Al 20 136

LETTERS

Evaluation problems are not unique

Sir - As former members of the Pre-school Evaluation Project (PEP) research team, we were interested to read Julia Hagedorn's article (TES December 3) and Brian Jackson's subsequent response. The defensive tone of Brian Jackson's letter and its highly personalized stance obscure the important methodological issues of research practice which are involved.

The difficulties encountered over the evaluation of the National Children's Centre were not unique to it but were shared by a number of the projects studied in PEP. The original involvement of the Jacksons in the National Children's Centre

simply created an additional complication. The problems faced by Jeanne Goulding were not the result of personal incompetence or lack of commitment - her work was, in fact, thorough and painstaking throughout, features acknowledged more than once by the entire PEP team - they were largely due to the original research design.

The PEP remit was to evaluate cases of "good practice" in the pre-school field in terms of the chosen projects' own aims.

Despite the danger in this initial conception of pre-emptive evaluation "jumping the gun" negative findings were regarded by all concerned as a possibility.

A subject of discussion by the team from an early stage was the extent to which it was valid or even possible to evaluate a project in terms of its own aims without subjecting these aims and the underlying rationale of the project to some scrutiny. Three of the four evaluators regarded such examination as an essential part of their work. A striking feature of a number of the evaluation studies carried out in this spirit was the discrepancy between the evaluation of needs as defined by the professionals and as defined by groups and individuals themselves.

In the event, a number of draft reports were regarded by the director to require substantial editing because of their critical nature and because of objections from project personnel. The agreement within the team was that all edited reports would be shown to the author before further use or dissemination.

PEP, like other evaluation studies did throw up fascinating methodological and political problems which merit attention. It is to be hoped that a further discussion will be conducted in terms of these issues.

LYNDA HADDOCK
JEAN BARR
22 Doddington Grove, SE17

JMB results

Sir - I have been following the correspondence in *The TES* regarding GCE results in English Literature with considerable interest. In your issue of December 31 Mr K R Roberts refers to Joint Matriculation Board results in this subject and in "Talkback" Mr J F Bond also commented on JMB results in English Literature.

It will not surprise your readers when I say that assessment in English Literature is inevitably more subjective than in, say, mathematics or physics, a subjectiveness which probably extends to teachers' perceptions of their pupils' abilities as well as to marking by external examiners.

One must also point out that, whereas stability of performance can be expected over the examination entry as a whole, consisting of tens of thousands of candidates, similar consistency cannot be expected from year to year in individual schools with much smaller numbers, and even less with individual candidates, as some of your correspondents seem to expect.

As far as the willingness of examining boards to admit to errors of assessment is concerned, I was particularly surprised to note Mr Bond's self-confessed ignorance of the JMB's attitude to appeals. As the principal of a college which is a centre for JMB examinations, Mr Bond receives each year details of the JMB arrangements for dealing with enquiries into results. The 1982 leaflet included details of the appeals into 1981 results and stated that, in all, 124 grade changes were made at O level and 33 at A level the result of re-marking by chief examiners.

The operation of the JMB

arrangements is monitored by an Appeals Committee which consists almost entirely of teachers from schools which offer JMB examinations and any instance in which a school remains dissatisfied with the outcome of the reassessment and reporting procedure is referred to the committee.

Examining, particularly in subjects such as English Literature, is not such a precise mechanical process that all elements of variability can be removed but I can assure your readers that there is no reluctance on the board's part to deal openly and fairly with enquiries and appeals.

COLIN VICKERMAN
Secretary
Joint Matriculation Board
Manchester

Bizarre marking

Sir - Four letters appear in your issue of December 31 complaining of the "disgusting" and "bizarre" marking of English examination papers by various examination boards.

This is a state of affairs which has long existed. In 1965 I sat my O level examinations, and gained the lowest pass mark in English Language, but failed in history (always my favourite subject at school). Three years later my first article was published in *The Times Educational Supplement*. I have since edited two books and written a biography of 500 pages which gained high praise from a reviewer in the journal of a learned society.

Are examination boards due for a drastic reassessment?

R DALBY
4 Westbourne Park
Scarborough
North Yorkshire



LOGO lessons: an experience worth sharing

Logoland

Sir - I am writing on behalf of the British Logo User Group. Our aim is to promote the use of LOGO as a thinking tool specifically within our education system.

Increasingly, there is considerable interest in the use of LOGO and its allied turtle among colleagues in the teaching profession at many levels and we feel that we can learn much from each other during this period of development.

In order that we can share experiences effectively we have initiated the formation of the British Logo User Group. Membership is open to any interested party on receipt of

£7.50. In the first instance a small selection of informative and pragmatically useful material will be forthcoming. We envisage the regular production of a newsletter and an annual conference, the first is planned for September 1983 at Nottingham University.

Should any reader wish for more information or an application form for membership, please send a note to

PAM VALLEY
British Logo User Group secretary
c/o Jane Petty
Shell Mathematics Centre
University of Nottingham
Nottingham

Damaging series

Sir - I hope this will be my last word on the BBC series *Kingswood*. In my opinion, and according to the weight of my correspondence this is shared by many other colleagues, this series has done irreparable damage to the cause of comprehensive education.

In some respects the headmaster of Kingswood has my sympathies, for as he stated recently in *The TES*, the films had many shortcomings, and he then went on to list these. It is obvious to us as professionals, actively involved in education, that the films were most unfair to the school but it was not unfair to the majority of the viewing public. I fear that what John Hargreaves recently said in *The Daily Telegraph* is true and that:

"Kingswood school in Corby, despite all disclaimers, will inevitably be taken as some kind of model for comprehensive schools."

I am one of those disclaimers and one who publicly condemned the series recently on the BBC2 *Talkback* programme, although on voice in the wilderness. Professor Honey stated "What does come through as beyond dispute is that Kingswood is a caring school". I agree, but as one very experienced headteacher wrote:

"We have a number of such schools and every parent would be

innum of his ability highest on our agenda, but parallel with caring which is axiomatic anyway in a good school and doesn't need continual statement as we heard at *nauseum* in Kingswood."

We in the teaching profession are not pseudo-social workers, we are paid to teach, that is our prime responsibility and this was the greatest weakness in the BBC series. I would agree with the colleague who wonders whether the comprehensive school as illustrated would appear to be:

"the depository for social problems which it lacks real power to cope with effectively". These are but a few quotes taken at random and I would earnestly ask those who support my views, to make their feelings known, not just inside the teaching profession, but through the medium of their own local press.

The series was in my opinion an education catastrophe and greater influence should have been exercised despite the small print on the contract by the interested parties, the headmaster, staff, CEO, before its final release. I repeat what I said on the programme "Thank God my own school is not like that!"

DR J E MORAN
Headmaster
John Beddoes School
Preston

Tertiary loans

Sir - In your editorial of January 7 you wrote "It would be a wholly admirable move to enable the introduction of loans with a increase in state funds for post-secondary students at present outside the narrow circle of maintenance awards". "Bold and admirable indeed - and you must know very well that there is not the faintest chance of this Government or any other administration making such provision unless, of course, they were to introduce tertiary loans to go with Higher Education loans."

If your view that everyone should accept the principle of a loan system and wait "till the ink is printed" is supported by a cautious sagacity, I am happy to treat your description of my remarks as a "last week's leak" as "indiscreet" with all of the gusto which your spirit of surrender and naive earns.

NEIL KINNOCK
House of Commons
London SW1

Fixed terms

Sir - I am sure that there will be much support for the idea of fixed term contracts for heads, both within and without the profession. After all, anything that can be done to prevent or cure a school having weak or ineffective head must be good thing.

However, I would like to make three observations. Firstly, if fixed term contracts for heads, then not for all teachers? It is not suggested, surely, that only heads are sometimes weak and ineffectual?

Secondly who decides whether head or teacher has his contract renewed? The staff, the parents, the local authority? Or is it a profession that is difficult to measure in specific terms, and that is why our methods of self-evaluation are so poor?

But it is also a problem in that everyone else knows of, or even knows what is right or wrong with what we are doing, and so fixed contracts are let loose on us, needs to be clearly defined, who is to make the judgement upon what criteria. The profession must press for a properly constituted general council.

Thirdly, I currently work in a system which has contracts and I assure you that the additional work that teachers are put under is enormous. For the best part of each year of each three year contract teachers are worrying about whether or not they will be given another year or if not how they will fare in the search for jobs back in the United Kingdom.

This concern must affect performance in their job which itself can lead to the non-renewal of a contract. And if this system of contracts became the norm, the chances would be a teacher who had his contract terminated at the school have of being offered a job in another? Or what chance would be able to attract any but teachers who cannot find work elsewhere?

No, fixed-terms might be an electoral appeal, but they may not serve the interests of the teachers or the children. It is up to the profession to put its own house in order, and the first step in this direction is for all the professional associations to make a united front teachers' general council.

D W BRACHER
Headmaster
The Havel School
Berlin
DFPO 45

Letters for publication should be kept as brief as possible and sent on one side of the paper only. The Editor reserves the right to amend them.

LETTERS

Opting for scepticism

Sir - Could I strike a note of profound scepticism in the face of the article on the 14-18 pre-vocational proposals written by Anne Jones (TES, January 7).

Undoubtedly she is correct in formulating the fundamental question as to "whether we are talking about technical schools/streams, or whether we are talking about opening opportunities for a technological education to a comprehensive range of pupils in the secondary schools."

Clearly Anne Jones is very much in favour of the second option. However, the suggestions she makes for implementation take us much more closely back to her first option. She argues that she is "violently" opposed to a reversion to a tripartite system, or even to a dual system" but then goes on to concede all sorts of problems in this respect within her own proposals.

Take for example the optimism of the phrase "no doubt parents will take some persuading initially that this is a valid alternative to the O-level way up. However, our experience is that parents and pupils are at last beginning to recognize the futility of the O-level chase and particularly of the O-level repeat fiasco."

If this is really a true statement then clearly Anne Jones's proposals are a working possibility. However, if it is an idealistic statement, and I strongly suspect it is, the proposals she puts forward could end up with precisely the reversion to the tripartite system to which she is violently opposed. In the last analysis it is a question of judgment and I think in this instance she is wrong.

IVOR GOODSON
Mantell Building
The University of Sussex
Brighton

Sir - How ironic, that at a time when the collective wisdom of the educational world is moving schools towards a truly comprehensive curriculum in the form of a common core of educational experience with a much more limited option system, that your correspondent, George Crowther, should write in to attack Maurice Holt's justified criticism of the threat posed to this development by the new technical schooling system (TES December 24).

Mr Crowther seems to support turning the clock back to the old tripartite division which sought to identify children who were the so-called academic and those who were essentially "practically minded". In the same letter he quite rightly states that practical subjects have equal application to all levels of youngsters.

If he had any real understanding of the kind of curriculum development which Maurice Holt has pioneered and championed, he would realize that the common core curriculum does indeed place the practical subjects, however Mr Crowther would define these, on an equal footing with all other major areas of educational experience, by making them compulsory for all, something which the old grammar school certainly did not.

My own school, which has an 80 per cent core programme of studies for the 14 to 16-year-olds, includes an integrated Art Design course as an essential area of study for all students whatever their ability, for at least 10 per cent of the time available in the week.

Many pupils in the 20 per cent option time available voluntarily increase this sort of practical element to 20 or 30 per cent of their total time. This is done without unduly unbalancing their overall programme of studies and thereby leaving out other essential areas of educational experience.

Thus it is possible to pay attention to both verbal and non-verbal skills in a truly comprehensive framework. The segregation of pupils into technical schools or streams by some, as yet undefined, means of selection, strikes a heavy blow at the progress which has been made in the development of a truly comprehensive curriculum which does put the needs of young people first, and has ample scope to cater for individual differences.

It also, I believe, seeks to undermine the whole principle of equality of opportunity for all, which the comprehensive system was set up to achieve.

M I J WOODWARD
Headmaster & Warden
Holworthy School & Community College,
Devon

Nursery classes

Sir - Your report on the DES statistical bulletin, "Teacher numbers fall for third year running" (TES, December 24) created a misleading impression of the number of nursery teachers being employed. Since the 1972 White Paper which advocated expansion in this area of education, almost all has been in the form of nursery classes or units attached to primary schools.

The ILEA employs approximately 800 teachers in nursery schools and classes compared with the quoted figure of 174. Some other authorities whose provision for under-fives is mainly in nursery classes, will have comparable requirements.

In view of the deductions which may be made from the statistics the diminishing emphasis that colleges which train teachers for the 3-8 or 3-9 age group put on the early years in their training courses and in their teaching practice is predictable. We have found it difficult to persuade colleges of our need for well-trained teachers able to cope with the demands of the inner city nursery school and class.

If the statistics present such a distorted view of the number of teachers required in this authority, it would seem that changes should be made in the way such information is gathered and analysed.

MARGARET DAVIES
Senior Inspector for Nursery Education
Inner London Education Authority

Double-edged

Sir - ILEA can't win, can they? On the one hand they are criticized for trying to discover, via a survey, why women are so under-represented in the teaching profession above scale 3 (TES January 7). (Presumably the 1,000 teachers, including myself, who've already returned the questionnaire, unaccompanied by a 3-line whip, can't have found it that offensive). On the other hand, they are criticized for not acting on the issue.

Surely it would be a useful conservation of energy to await the completion of the survey and the authorities' proposals for action before throwing the stones.

KATE MYERS
101 Great Portland Street
London W1

Mundane truth

Sir - Your issue of December 31 included the comment that "a Northamptonshire teacher who killed rabbits during a rural studies class upset sensitive pupils; one of whom ran all the way home in the rain."

What actually happened did not include the killing of a rabbit in a classroom, neither did any "sensitive" pupil run all the way home in the rain. In fact the truth is more mundane as the boy in question returned home at the normal time.

M J HENLEY
County Education Officer
Northampton

Off with the new

Sir - Two of your correspondents appear to have misunderstood Professor Martin's review of *Hymns for Today's Church* (TES, December 17). He is not objecting to the fact that something has been done, but that it has been done appallingly badly. He is certainly not being uncharitable, but rather generous in his use of the words "the McGonagall of our time", since the real McGonagall has at least a certain entertainment value.

However, it is reassuring to find that those of us who are not in need of a "twentieth-century option" or a "new relevance" are to be graciously permitted to go on using the old forms. One trusts that Lambeth Palace has been informed.

Ms Haemmerle is to be commended for the efficient way in which she has risen to every morsel of bait in David Lankshire's piece. The only thing that seems to have eluded her is the point of the story.

But, to end on a slightly more heartening note, may one be permitted to say to Lucille James: "Pull marks, for Getting it Right?"

JAMES LOCKYEAR
70 Stapleton Hall Road
London N4

Just plain Mr

Sir - I am not writing to complain about Mr Clive Lawton's attack on my religious education textbooks in *The TES*, December 31. He is entitled to his opinions. But I am writing to complain about his description of me as "the Reverend Hughes". The title, "The Reverend" or, more usually, "The Revd", is used on letters and postcards, on visiting cards and even, I suppose, on personalized toilet rolls. But it is never applied in any other way. I am Richard Hughes, or Mr Hughes. I think Mr Lawton has made one of the points I made in my article very well. One really does need to know the conventions of Christianity if one is to behave properly in an English society.

RICHARD HUGHES
The Rectory
Whitchurch on Thames
Reading

Playing up

Sir - I was surprised and appalled to read the final paragraph of your Comment article (TES, January 7) entitled "Play Up and Get a Job". Obviously, your correspondent had not researched his article. Large numbers of physical education teachers are appointed to senior positions in physical education, headships and other important positions within education. Contrary to his insulting

description of the physical education teacher, most members of the profession have had to achieve a high standard of academic success. The writer is apparently unaware of the academic requirements of today's physical education courses.

ANDREW J PETHERICK
General Secretary of the Physical Education Association
162 Kings Cross Road
London WC1

EDGE HILL COLLEGE OF HIGHER EDUCATION

AN ASSOCIATE COLLEGE
OF THE UNIVERSITY OF LANCASTER

Division of In-Service Studies
Courses for Teachers 1983-1984

Full-time One-year Course leading to the Degree of M.A., University of Lancaster
* Reading Studies
* May also be offered on a part-time basis.

Full-time One-Year Courses leading to a Diploma of Advanced Studies in Education, University of Lancaster
1. The Teaching of Reading
2. Counselling and Careers Work
3. The Education of Slow-learning Children in the Ordinary School
4. The Education of Young Children
5. Urban Education
6. The Teaching of Mathematics
7. Local History for Schools
8. Religious Education
9. Assessment: Purposes and Techniques
10. The Teaching of Physical Science: 11-16 years
11. Environmental Education
12. Craft, Design & Technology
* May also be offered on a part-time basis.

Part-time Two-year Courses leading to a Diploma of Advanced Studies in Education, University of Lancaster
1. Mathematics - Classroom Applications
2. Curriculum - Theory and Practice
3. School Library Resource Centres - Development and Use
4. Remedial Education
5. The Education of Gifted and Talented Children
6. Teaching Children with Severe Learning Difficulties (Mentally Handicapped)

Part-time Two-year Courses leading to a Diploma of the Mathematical Association:

1. Diploma in Mathematical Education
2. The Royal Society of Arts
3. Diploma in Drama in Education

Part-time, Two-year Certificate in Drama (Royal Society of Arts)

Part-time Three-year Course leading to an In-service B.Ed. (Hons.) Degree, University of Lancaster

Full-time One-term Courses leading to a College Certificate of Advanced Study
1. Education in the Nursery and Infant School
2. Guidance in the Secondary School
3. The Education of Gypsy and Travelling Children
4. Design and Craft Education in the Secondary School
5. Creative Music
* May also be offered on a part-time basis.

Part-time One-year Courses leading to a College Certificate of Advanced Study

1. The Early Years of Education
2. Language and Reading in the Primary School
3. Teaching Children with Learning Difficulties
4. Teaching of History and Geography in the Primary School
5. Assessment and Guidance in Education
6. Mathematics (Teaching - Primary)
7. Mathematics (Teaching - Secondary)
8. Mathematics - Computer Education in Schools
9. Coastal Ecology
10. The Bright Underachiever in the Primary and Middle School
11. Using Language Across the Curriculum
12. Careers Education in the 1980s
13. Interviewing and Assessment in Careers Education
14. Classroom Management
15. Primary Management and the Curriculum
16. Home-School Liaison
17. Understanding Industry
18. Art and Design
19. Music - Skills for Primary Education
20. Education Welfare Officers' Course

Combined Short Courses leading to a College Certificate of Advanced Study

1. Art
2. Textiles
3. Ceramics
4. History
5. Lifeskills
6. Children's Literature
7. Multi-ethnic Education
8. Language and Reading

Applications

Application forms and particulars of courses may be obtained from the Administrative Assistant, Division of In-service Studies, Edge Hill College of Higher Education, Ormskirk L35 4QP. Telephone Ormskirk 76171 Ext. 249.

TALKBACK

Courses



education

In conjunction with Wigan Education Authority
North West Arts, Merseyside Arts

EASTER
SCHOOL
1983CULTURE,
COMMUNICATIONS AND
THE CURRICULUM

An Introduction to Media
Studies in Secondary and
Further Education.

Monday 28 to Thursday 31 March, 1983
Edge Hill College, Ormskirk, Lancaster

For further information contact:
BFI Education Easter School, 81 Dean Street, London W1V 6AA.
Tel: 01-437 4355; David Lusted, Jackie Winterbottom

EDUCATIONAL DEVELOPMENT ASSOCIATION
WESTERN SUMMER SCHOOL

Trinity College, Carmarthen

Sunday, 24th July-Saturday, 8th August, 1983

First Week Courses only: 24th July-30th July
Mathematics 5-13 • Language Development in the Primary School • The Organisation
and Management of a Primary School • Infant Education in the Eighties • Crafts and
Skills for the Non-Specialist • English Country, Morris and Sword Dancing •

First Week Courses repeated in Second Week:
24th July-30th July; 31st July-6th August
Environmental Studies in Primary and Middle Schools • Micro-computers in Schools:
Primary and Middle Schools Computer Workshop • Teaching Children with Special
Needs • The Music of Wales •

Second Week Courses only: 31st July-6th August
Music in the Primary School • Crafts and Skills across the Curriculum • Teaching
Nursery Children • Centre for Cultural, Recreational and Leisure Pursuits • a holiday!
For brochure with full details of above courses, please send an A4 (32cm x 23cm) SAE to:
T. W. Hall, MSc, 35 Turner Way, Bedford, MK41 7LR
Telephone: (School) 0234 5258 (Home) 0234 44331

Institute for English Language Education
University of Lancaster

Diploma of Advanced Studies in Education:
Linguistics and English Language Education
Study full-time or part-time for a recognised academic
qualification in the Teaching of English as a Foreign or Second Language.
For Teachers of any nationality who have two years' experience.
An innovative course concerned with practical issues and relevant principles.
Write for details to:
The Secretary (TESI) Institute for English Language Education, University of Lancaster
Lancaster, England LA1 4YT

EDUCATIONAL DRAMA
ASSOCIATION
FOURTEENTH ANNUAL
SUMMER SCHOOL

1st - 5th August, 1983

AT WEST HILL COLLEGE, BIRMINGHAM

COURSES:

DRAMA IN PRIMARY AND MIDDLE SCHOOLS

DRAMA IN SECONDARY SCHOOLS

Further details from: Mr D. FIELDING

144 Blake Street, Little Aston, Sutton Coldfield, West Midlands, B74 4EU

EDUCATIONAL DEVELOPMENT ASSOCIATION
SOUTHERN SUMMER SCHOOL
PORTSMOUTH MANAGEMENT CENTRE

JULY 23-29

Advanced Primary Management
Leadership and Responsibility in the
Primary School

Special Education Needs

Computing in the Primary School

Curriculum and Organisation 3-8 years

Brochure from: Jean Fisher, 58 Mill Rd., Whitby, Peterborough, Cambs.

Telephone: 0733 203130

Please send first class stamp

Excellent Accommodation and Social Programme



The introduction of full costs fees for overseas students in 1980 has meant an overall drop in foreign student numbers of about a quarter. But while the drop in overseas undergraduates has been about 18 per cent, it is in non-advanced further education (NAFE) where the effect has been most obvious with a massive 60 per cent reduction.

In 1976/77 there were 27,700 overseas students in further education but by last year this had fallen to 12,700 in England and Wales. This is not entirely surprising. The first effects of the increases were always likely to be on those who came for one or two years of further education to obtain the qualifications to go on to higher education, whereas those already started in higher education continue to be subsidised to a certain extent.

But the drop in numbers of overseas students in NAFE has not been fully matched by a similar decline in HE, as many expected, because a different kind of student is now coming: wealthier students from countries where sub-degree level education is well-developed.

In official circles it is assumed that much of the decline in the number of overseas students in NAFE can be attributed to the closing of the loophole whereby overseas students staying in FE for three years could qualify as 'residents' for home fees and possibly even a grant for their higher studies. Undoubtedly it is a factor, but the theory masks more than it reveals. For the fact is that non-advanced courses did and could still make a major contribution to the education of students from countries where technician level studies are unavailable or, more likely, inadequate. For every well-to-do Malaysian or Hong Kong student 'playing the system' to get the three year residential qualification for home fees there was at least one student from a less developed country learning a craft or preparing for higher studies, usually in the fields of business or science. While the re-definition of 'ordinary residence' accounted for many of the former group the full cost fees have virtually wiped out the latter group. Small wonder that Nigeria turned to Canada to provide the crash educa-

The closed tech

RUPERT BRISTOW



tion programme for sub-degree studies rather than Britain. And where will Zimbabwean students go when the sixfold increase in secondary school enrolments there hits the bottleneck of further education?

Fees can be lowered by averaging of the cheaper classroom-based and more expensive laboratory-based fees and as a result some countries and overseas corporations are looking here once again for specific programmes at particular colleges. This may yet arrest the decline of overseas student numbers in NAFE. The signs are that only colleges with the international links will manage this. Family or community funded Third World students at the local tech may be rare beings in future and our colleges will be the poorer for their absence.

Government policy has all but squeezed overseas students out of NAFE. A *Legal Basis of Further Education*, the DES discussion document, questions whether FE should make provision for overseas students at all. With MSC courses making increasing demands on the FE sector it is almost as if overseas students are getting in the way of 'measures to fight unemployment'. But ironically it is probably overseas students' presence here which will

do just as much good to our trade and industrial prospects as any new programmes.

But even the Overseas Development Administration (ODA) does not seem to want it to be any more. In a discussion paper put out by the National Association of Schoolmasters' Union of Women Teachers declared: 'The present system of training is unacceptable because initial entry requirements are too low, the academic quality of the courses is often lacking in intellectual rigour, the system does not have that concern for the practical problems of the teacher's work which is essential if newly-qualified teachers are to take their place in schools as effective practitioners, and the pass standard at the end of the course is too low.'

Things are slightly better now than when that comment was made. The initial entry requirement of an O level pass in English and mathematics, which the NAS/UWT asked for, is now a reality. But, whatever may be the position in mathematics, I have little faith in the educational worth of English O level as it is at present constituted.

What concerns me more than academic qualifications through, is personality-suitability. And it obviously concerns the Inspectorate. In their report they make the disturbing statement: 'One might well ask why, after initial selection for training followed by a period of between one and four years of further assessment for suitability as a school teacher, a number of teachers who are temperamentally ill-fitted for the task still find their way into the classroom. The main responsibility must rest with the training institutions.'

What future teachers need is stiff personality tests and group interviews, and they should also have to submit brief written autobiographies before being allowed to proceed with their training. I would go further than this and require all potential university entrants to have a 12-month break after school to consider whether they really want to go on to higher education. Those who think that they might wish to teach would be required to spend a period, say, of six or eight weeks actually in a school, observing and, if possible, doing a little trial teaching to test their vocation. Such a 12-month break might also provide the chance for them to acquire at least some brief industrial or commercial experience, of which teachers are notoriously ignorant and too often prejudiced against.

Rupert Bristow is executive secretary of the United Kingdom Council for Overseas Student Affairs.

Passionate care

BOB NEWMAN

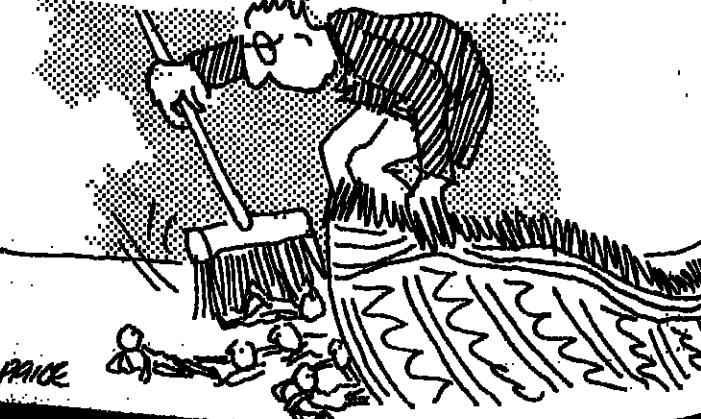
backwater of education. There is a lot of progressive and enlightened work being done in the face of appallingly adverse conditions.

Most of us are pragmatic enough to see that these kids will never be accepted back into mainstream education and that the practical alternatives to what we offer are either the isolation of home tuition or a childhood spent on the streets. Certainly there is a stigma attached to being labelled maladjusted. We are all (teachers and children) painfully aware of this. Robin Jackson's comments about firms which prefer to employ 'young people who have received special education' are laughably unrealistic and certainly in no way apply to maladjusted children. But if you are black and working class, what difference does another stigma make?

Perhaps another reason why special education, in maladjusted schools in particular, has continued, in the words of Sally Tomlinson, 'to act as a safety valve for normal schools' is

the sheer neglect of the whole lot of maladjusted by successive governments. The last substantial government-backed inquiry was the Underwood report in 1955 which established the principle of 'drawing a child from the mainstream because he may be 'developing in ways that have a bad effect on himself or his fellows'. But what about the Warnock report? It failed abysmally to tackle any of the philosophical issues surrounding the question of maladjustment. It simply restated the obvious. Namely that there is a group of children in our society who are and always will be the untouchables. No reintegrating for this group with special needs. Ms Warnock and Co certainly did not want to dirty their hands by looking too far under the less controversial needs of the children who more socially acceptable handicaps. So perhaps it is not surprising that in the vacuum left by Warnock, the sociologists and the higher education lecturers will continue to play intellectual ping-pong with this issue. I will be going to work tomorrow as usual. And as usual I shall probably spend most of the day absorbing children's anger, on behalf of society. They know they are not wanted.

Bob Newman teaches in an inner London special school.



FEATURES

PRACTICE MAKES PERFECT

Arthur Pollard wants stiff personality tests, a minimum 20 per cent failure rate and 40 week terms for teachers in training and regular stints in the classroom for those who train them.



Simulated classroom teaching at Bishop Grosseteste College, Lincoln

ingham? Medical students observe their own terms - why not teacher-trainees? With a whole term away and the third term truncated, there simply is not time for the history, philosophy, sociology and psychology of education, plus perhaps a bit of health education, alongside the method teaching that must take place. Not only is much of this 'ology' stuff inevitably superficial, but it is also largely unnecessary.

If we jettison most of that, we are left with what really matters - professional studies and method. Three-fifths of the new teachers feel that they have not received sufficient instruction in teaching methods and the complaint was made that 'all too often lecturers in professional studies fail to get down to classroom practicalities'. It is precisely here that educationists need to look most closely at their performance. One college I know belies this complaint. At Bishop Grosseteste College, Lincoln, exclusively devoted, he it said, to primary school training, and now wisely relieved from the threat of closure, there is a most commendable stress on real classroom experience. They have within the college simulated classrooms; and what is even more praiseworthy, they insist on student-presence in the classroom for considerable periods from the first year onwards. Better still is the extensive and concentrated demonstration-teaching actually done by the tutors. All that is very important when no less than one in four of the new teachers told the inspectors that they felt ill-prepared in class-management and 30 per cent felt inadequate about assessment of pupils' work. Above all else, the

student must be taught the techniques of dealing with the normal class.

In these days when the social fabric is under attack and ideas of authority and obedience are being called in question, the teacher needs to know especially about discipline and similar matters. No less than half of the young teachers interviewed felt that they had had too little help in the matter of pupil-relations. This was just what the NAS/UWT meant when it said that 'the system does not have that concern for the practical problems of the

Just over a quarter of the lecturers in departments of education spent less than five years in teaching... two thirds less than ten... nearly 70 per cent had last taught before 1970

teacher's work if newly-qualified teachers are to take their place in schools as effective practitioners.'

The final criticism of the NAS/UWT was that 'the pass standard at the end of the course is too low'. And HMI agrees - 'The assessment of teaching practice is less rigorous than it should be.'

The James Report (1972) envisaged something like a 20 per cent failure-rate - and that would seem modest enough in all conscience! We need, however, to go beyond the initial qualification. This should not be a licence for life. John Honey suggested some months ago in *The TES* (January 29, 1982) that we need

periodic re-certification. Failing that, there is the NAS/UWT idea that teachers' salaries should be banded and that progress from one to another should be judged by a testing practical examination. Another possibility, at least for the earlier years, is the limited-tenure contract, but let it be a real, and not merely a nominal, one. One-year probation is simply not enough.

What I would like to see for every young teacher, say, up to three years after qualification, is a properly designated supervisory teacher. Advisers making periodic visits are insufficient. However well they know a school, they cannot possess that knowledge of its general ethos and atmosphere that belongs to the residents alone. Practising teachers have to be more fully involved in the induction programme, initial training and final certification. Such teachers, however, must be acknowledged masters of their craft, a condition which would emerge through some such scheme as that of the NAS/UWT which I have mentioned.

Those who teach teachers are often accused of being 'refugees from the classroom'. Professor Gerald Hearnshaw of the University of



Leicester has done some research on this and I am grateful to him and his research associate, Helen Patrick, for allowing me to refer to their work. Their enquiry was confined to university departments of education.

They received a 60 per cent response to their questionnaire with a total of 762 replies. Of that number of lecturers in departments of education just over a quarter (204) had spent less than five years in full-time teaching and no less than two thirds (503) had less than ten years. Of the 762 428 were method-tutors and a similar proportion (two thirds) had less than ten years' school experience. It was, however, gratifying to read that 'method tutors tend to have longer teaching experience, particularly the science method-tutors'.

A more disturbing statistic was that almost 90 per cent had last taught in schools before 1975 and nearly 70 per cent had last taught before 1970. For those who did not reply it may have been longer ago than they were prepared to reveal. With the present lack of mobility that situation must get worse. It is no re-assurance to find that only seven per cent still do any regular teaching in their present post and that only 2 out of 762 held joint appointments committing them to concurrent school and university teaching. Can one imagine an effective teacher of clinical medicine who never practised?

For the continuity and health of a department of education there must be some permanent staff, but I think a number of radical changes are needed. There should be far more joint appointments. Far more practising teachers should be involved in the regular work of organizations concerned with teacher-training. Balancing this, some full-time teacher-trainers should be on limited-tenure contracts, with much more transfer to and from between schools on the one hand and university departments and colleges on the other. Moreover, members of such departments and colleges ought to be committed by their contracts to regular teaching in schools. With several of these ideas there may be administrative difficulties, but if the will is there, a way can be found.

I am concerned with excellence. They say that practice makes perfect. In the present context I think that that adage has a piquant appropriateness.

Arthur Pollard is professor of English at the University of Hull.

FEATURES



Susan Isaacs died 35 years ago but her ideas live on in progressive primary schools says Charles Hannam.

Mother of progress

In the 1960s, American teachers came over by the plane-load to look at excellent British infant and junior schools. By then they had become outstanding and of course many still are. Good practice has become convention: what is less well known is how much it owes to Susan Isaacs' work.

In *The Children We Teach* she wrote, "... it is wise to observe the children's behaviour, not only in the situations organized by us in the classroom or the home, but also in their spontaneous play with each other when no adults are interfering. It is here that they reveal their inner minds, offering us new light upon their conduct in home and school."

Like the gentleman who realized he had been talking prose all his life we have absorbed the pioneering work of Susan Isaacs and her colleagues, incorporated it into teacher training programmes and inspectorially we have taken it to be "good practice".

The educational ideas put forward in *The Intellectual Growth of Young Children* (1930) and *The Social Development of Young Children* (1933) are landmarks in our thinking about our work with young people. They are still relevant to "progressive" practice in teaching and bringing up children.

A school known as the Maltling House had been established in Cambridge and Susan Isaacs has been recruited to it by Geoffrey Pyke in 1924. He was a many-sided genius who also had the ability to make a great deal of money without seeming to have to spend too much time on it. He recognized her particular qualities when he asked her to run the school which he financed until he was ruined in the Great Crash in 1929.

Pyke's achievements and the Maltling House School are well described in Van der Eyken and Turner's *Adventures in Education* Penguin (1975). The school and Susan Isaacs' work are closely interlinked. When the school had to be closed, she used her training as a

psychologist to work at the Institute of Child Development at the University of London.

In the school she was known as Mrs I to the children and that is how she refers to herself in the detailed observations she kept of everything she and the children did. The pupils were recruited from Cambridge families, some of them were said to be "highly distinguished" academics and on a more egalitarian note others came from "ordinary" backgrounds like bank managers! Certainly most of the children were unusually able and Susan Isaacs admitted that she was happiest working with able children. But it must also be added that some of them were quite disturbed and disturbing to the school. The ages of the children ranged from two to ten.

The handsome building which served as the school still stands in Maltling Lane. There was space for music and dancing, a room where science and carpentry were combined; the children called it the "cutting up room" because biology was taught there. Rather than use the word classroom it might be more accurate to say that rooms were places where children and their teachers observed and learnt.

She wrote, "14.6.26. ... the cat had knocked over a cage of mice and the Daddy mouse was dead. The children looked at it and spoke of it, and spoke of its teeth, tail and fur. Mrs I then said 'Should we look inside it?' They agreed eagerly. ... They saw the guts, kidneys, liver heart, ribs, Christopher asked to see the thinking part."

This entry well reflects Susan Isaacs' approach to the children and their education. The children would be allowed to take initiatives and then she as a teacher would help them to find out, to formulate concepts which were, whenever possible related to real experience. Maltling House was not only an experiment in learning living together and social relationships were observed. The assumption was that even quite young chil-

dren are capable of making decisions about their own lives. Meals were ordered by them and they could decide what they wanted to eat. It seems that they had lamb, mint sauce and peas for ten consecutive days and occasionally they forgot to order their meals and then the cook would just put out some fruit.

Maltling House certainly was not for children of all social classes and to us the living arrangements sound just a bit feudal. However, Susan Isaacs was no snob or elitist; her concern for children regardless of social background comes across strongly in her later writing about the education of children in all schools and evacuees during the war.

In the school, equipment, lay-out and the approach to learning was based on the work of Maria Montessori: the children should be supplied with specially designed educative materials, should learn from using them and should share their experience and expertise with one another. Active enquiry was to be stimulated in contrast with the more usual "formal" teaching. While the children were working together and reacting to one another Susan Isaacs and helpers were using shorthand to record activities and conversations. Her books were based on these notes as well as letters from parents and nurses. The school was her laboratory but she also appreciated the children for their uniqueness and originality - qualities which neither thrive or are appreciated in more conventional surroundings.

She wrote, "It is wise to observe the children's behaviour not only in situations organized by us in the classroom but also in their spontaneous play with each other when adults are not interfering ..."

She had few illusions about the limitations inevitable in her method. "What a child does for one person under certain conditions is no reliable index of what he may do for another person in another situation."

First and foremost, Susan Isaacs was a psychologist; her work and inspiration helped to raise the hope, or among some of us the illusion, that the clues provided by her research into the educational processes might bring about the Millennium in schools. It is possible to understand her influence because her writing is so unpretentious and easy to read. Thirty years ago the behaviourists and the psychoanalytical movement raised hopes and indeed helped to improve the art of teaching. It must be remembered that the children who provided Douglas's with the evidence for his longitudinal study were born only two years before her death in 1948 and it was his study which provided us with firm evidence that social class was a factor in educational development.

Susan Isaacs' educational ideas must be seen in the context of a tradition of strict discipline and a sort of authority which was then accepted in most schools. She emphasized free choice and freedom in education. Her assumptions are still valid in the way the Schools Council and Nuffield Science projects have been planned. We have learnt that if we

The assumption was that even quite young children were capable of making decisions about their own lives

force our children into a mould, we may well produce a miniature adult. Outwardly he may appear to conform but he may well grow up with a screaming, furious child pent up inside him. In times of crisis this mode of destructive behaviour may emerge.

She was well aware that all children, and not just the socially gifted and advantaged ones, have direct and active minds and are interested in everything that goes on around them. She found this pleasure in looking at things in evidence at the age of two and played an important part in their behaviour as much as their delight in stories and "make believe". While conceding that arts and crafts already played an important part in progressive education she believed that the child's pleasure and indeed the need for him to find out for himself, was neglected far too often. She feared that the emphasis on reading and writing might obscure the need for immediate experience and would become ends in themselves.

"I happen to be interested in everything that little children do and feel I am unable to accept the idea that anything that is true of children can be too shocking for adults to

know. If a thing is true we should surely be able to bear knowing it."

This generous and honest demand for the child to be acknowledged as a person in his own right is not everywhere thought to be acceptable even today. Much energy in schools goes towards structure and control. Susan Isaacs' call for free expression, exploration and spontaneity are occasionally thought to be nothing but a trendy progressivism, quite unacceptable when there is the mythical belief that once upon a time there was good order and proper discipline in schools.

Susan Isaacs' school was a vantage point for the children in their efforts to understand the world and to learn to adapt to it. The constant struggles of too many teachers today who have to keep order, have to accept a lack of facilities, space and equipment have tended to diminish the possibilities for experiment and allowing the child to work at his own pace rather than the secondary school time-table.

She never argued her case beyond the limits of commonsense or safety: "The children climbed trees and ladders, used tools and handled matches far more freely and with complete immunity - partly no doubt because of careful supervision. One absolute rule was that no child should hit another or threaten with a tool ... rebellious souls who asked impatiently, 'Why do we have to wash our own things?' were asked 'Why not?' and there followed a discussion why this had to be done."

I stress this point because progressive education has too often, usually from a position of ignorance, been attacked for practices which never were allowed in the first place. Soundly argued principles have been wrongly or maliciously interpreted. No child at the Maltling House was permitted to knock nails into piano legs or hit his teachers. Sexual exploration between children was observed and discussed in her books but the Cambridge rumour that a "pre-genital brothel" was run for the young seems a bit far-fetched.

Reading her accounts of the school's work, I am continually impressed how without formal structure but flexibility, learning and constructive work can happen. The cat, clearly a committed member of the resources team, brought in dead sparrows on another occasion.

"Dan said, 'Let's bury them.' The opinion in favour of cutting them up prevailed ... they counted the toes (sic) ... noticed the differences between feathers on breast and wings, the strength of wing muscles and commented: 'But of course it needs big muscles to fly with.' 'Has it got a penis?' When Mrs I, who was a keen ornithologist, replied, 'No it is a female sparrow,' they said 'How do you know?'"

Her genius as a teacher lay in her ability to recognize our contradictory impulses and the fact that all of us, not only children, are a compact of tenderness and cruelty, that we have a desire to cherish as well as the wish to dominate and hurt. She reflected that we as teachers give children contradictory clues: tell them to be kind to animals and serve meat for lunch. Here a four-year-old: "Why do they kill stags? They kill them because they like to chase them. Why don't policemen stop them?"

Many conversations like this were recorded with care and they were the material which impressed Professor Piaget who visited the school. The excitement of her work is that she was able to join the Piagetian approach with the psychoanalytical discoveries of Melanie Klein.

The child, she argues, takes the parent into him and in his fantasies and is indeed the parent in him. This internal parent in fantasy judges and condemns, reproaches and punishes and does to us what we want to do to others. All of us who teach ought to hold on to this insight: "The educator should act for the child where the child cannot act for himself." This is not an easy proposition because it demands restraint from us as well as a sensitivity which can only come with experience, inner maturity and an educational system which bravely supports teachers who wish to experiment.

Susan Isaacs argued with an encouraging optimism that the child has a drive to morality. We do not create this but what we can do is to show the child how moral ends can be achieved in the real world. In other words, prohibitions and punishments should be avoided; instead there should be opportunities for achievement and discovery.

Charles Hannam is a senior lecturer in education at the University of Bristol.

FEATURES

COMPREHENSIVE PERFORMANCE

by Bob Doe

A survey of school leavers covering nearly every secondary school in Scotland reveals that where comprehensive schools have an established tradition of teaching the full ability range, without the most able being creamed off by nearby selective schools, they produce better average exam results than all other kinds of school taken together.

But some comprehensives produce much better results than others, even when the advantages and disadvantages of their intakes are taken into account, and the spread of comprehensive schooling has done little to reduce the unequal spread of school success between middle and working class children.

The results of this survey, which claims to be the largest study of school leavers ever carried out in the UK, are published this week in *Reconstructions of Secondary Education*. They are based on a questionnaire posted to 20,000 former pupils in 1977, over 80 per cent of which were returned.

At that time about a third of the secondary schools in Scotland had been reorganized into what the authors regard as genuine comprehensives and this provides, they claim, a unique opportunity to compare selective and non-selective education.

Pupils in fully developed comprehensives performed better on average in the Scottish Certificate of Education exams than pupils in all other secondary schools, though the very ablest pupils did slightly better in selective schools.

But these findings need to be seen in the context of what may well prove to be the most controversial, and certainly the most distinctive, aspect of this research: the strict definition of comprehensive schools adopted and the rather broad category called "selective" schools into which all other secondary schools were put.

Only those schools with fully comprehensive intakes in 1970 and which had no selective schools in the vicinity which might have creamed off able pupils were counted as uncreamed comprehensives.

Into the "selective" category went every other kind of school: comprehensives with nearby grant aided schools (the Scottish equivalent to direct grant schools) and comprehensives that only began to take all-ability intakes after 1970, along with schools more obviously associated with selection: grant aided, independent and maintained selective schools.

The researchers claim that to lump together the uncreamed comprehensives with those comprehensives that may have had some of their most promising students selected out would be "unfair" to the real comprehensives: in fact only 17 per cent of the pupils in the creamed comprehensives came from middle class homes compared with 27 per cent of the pupils in the genuine all-ability schools.

But one of the results of this definition of comprehensive was that all the inner city comprehensives of Glasgow, Edinburgh and Dundee were excluded from the uncreamed category because there was at least one grant-aided school in those cities.

The researchers say Scotland in 1977 provided a "historically unique" opportunity to identify genuine comprehensives and compare them with other schools. The other major attempt to make such a comparison, the National Children's Bureau study of school leavers in 1974 "found evidence of substantial creaming of comprehensives and virtually no local authorities in England had reorganized all their schools on fully comprehensive lines."

The two categories used in the Scottish study were virtually indistinguishable in terms of social mix: 26 per cent of the pupils in so-called "selective" schools were from middle class homes compared with the 27 per cent from uncreamed comprehensives. The researchers argue that, "... in terms of the best available predictor of attainment (social class), they were very similar. This does not necessarily mean that the two sectors were identical with respect to the pupils' ability or

other determinants of attainment; however, since both sectors represented an entire cross-section of residents in their respective localities, there are perhaps fewer *a priori* reasons for expecting one sector to have had more promising pupils on average than the other."

The average number of Scottish Certificates of Education (O grades and Higher) obtained by pupils in the uncreamed, "genuine" comprehensives was slightly higher (7.53) than the average in all other schools (7.15). The figures (table 1) are based on a one to 18 scale in which one equals no qualifications at all, seven equals one O grade (A to C), 8 equals O grades (A to C), 12 equals six or more O grades but no Higher, and 18 equals six or more Highers. The difference between the two groups of schools, then, amounts to less than half an O grade (A to C).

But comprehensives do appear to have a levelling effect in the distribution of qualifications. More pupils (35 per cent) in the uncreamed comprehensives got one more O grade than in all other secondary schools (28 per cent) and 6 per cent fewer got no SCE awards in the comprehensives.

This was not the result of comprehensives being more willing to enter doubtful candidates for O grades. That would have been expected to show up in a larger proportion getting D and E at this level but the figure (9 per cent) is the same for both groups of schools.

The percentage of pupils getting three or more Highers was slightly lower in the all-ability schools (15 per cent) than in all the rest (17 per cent). The researchers say the grant aided schools accounted for this difference. Only 14 per cent of the leavers from the other schools in the "selective" sector had three or more Highers, slightly fewer than the comprehensives.

Though the social class make up of both groups of schools was virtually identical, the working class children did better in uncreamed comprehensives than in the other schools (Table 2). Children from middle class homes, on the other hand, did better in the other group of schools. In the all-ability schools the gap between the classes on the same 18 point scale was 4.4 points, only three quarters of the 5.7 point gap between the social classes in the other schools.

These lower levels of class distinction in the comprehensives were, however, already apparent to some extent in these schools before they became comprehensives. Exam results in 1972, 1970 and 1963 showed that even before secondary reorganization these two groups of schools were distinguishable by the different

success rates of working class children (table 3).

Many of the uncreamed comprehensives grew out of the omnibus schools that existed in many Scottish towns before reorganization. In these schools there was already a well established tradition that pupils of all ability from the area were taught under the same roof, albeit in streamed classes usually. Obviously, these omnibus schools were the easiest to reorganize as comprehensives.

The researchers comment: "The relative equality of opportunity in the comprehensive sector was not the result of reorganisation, but was a continuation of the equality already established by the omnibus-school tradition. Moreover, this tradition has involved much more than a particular mode of selection of pupils. It implies an interdependence between the school and community and the kinds of social relationship found in each, and in practice."

Table 1 Percentage of school leavers obtaining Scottish Certificates of Education

	uncreamed comprehensives	all other schools
5+ highers	7	8
3 or 4 highers	8	8
1 or 2 highers	10	8
5+ good O's	7	6
3 or 4 good O's	10	8
1 or 2 good O's	18	14
D or E awards only	9	9
No SCEs	31	37

Table 2 The average SCE score obtained by children from working and middle class homes

	uncreamed comprehensive	All other schools
All leavers	7.5	7.2
Middle class	10.9	11.6
Working class	6.5	6.8

Table 3 The difference between the average number of Highers passed by middle class and working class school leavers with at least one Higher pass

	Schools which became uncreamed comprehensives	All other secondary schools
1963	0.01	0.35
1970	0.07	0.80
1972	0.24	0.55
1976	0.49	0.83

It implies a particular kind of community, typically a small town. All this means that comprehensive reorganization will not necessarily bring about an equivalent transformation in the areas not previously affected by the omnibus tradition, and especially not overnight.

Table 3 also shows that class inequality, though consistently lower in the schools destined to become comprehensives has increased substantially in all schools in terms of the number of Highers obtained by middle and working class children since the early sixties. The proportion of school leavers from working class homes with no Highers also in-

creased between 1962 and 1977. But this widening of the class gap occurred before comprehensive reorganization and cannot therefore be attributed to that, the researchers say.

Truancy and corporal punishment were slightly lower in the uncreamed comprehensives than in all other schools taken together (table 4). But these small differences disappeared almost completely when the inner city schools were excluded.

Reconstructions of Secondary Education by John Gray, Andrew McPherson and David Raffe published this week by Routledge and Kegan Paul price £7.95 in paperback.

EFFECTIVE

Some comprehensives are much more successful than others in public exams, even when the relative advantages and disadvantages of intake are allowed for. The authors of *Reconstructions of Secondary Education* found in the 69 uncreamed comprehensives they studied, just over half the leavers got one or more good (C or better) passes at O grade. But the variation between these schools was very large indeed.

At one school 96 per cent of the leavers got at least one good O grade whereas at another only 14 per cent did. Even between comprehensives serving the whole ability range in their area, however, there can be considerable variation in the social make-up of the intake. In one of these comprehensives, for instance, over 80 per cent of the leavers came from middle class homes whereas in another less than ten per cent were.

Gray, McPherson and Raffe found that more than three quarters of the variation in achievement between schools could be explained by the advantages and disadvantages of their intake, but some schools, nevertheless did considerably better - or worse - than would have been predicted from their intakes.

In the comprehensive most effective in overcoming disadvantages of intake 22 per cent more leavers got O grades than would have been expected on the basis of the intake. Similarly, at the school apparently least able to make the most of its intake 25 per cent fewer pupils got O grades than would have been expected.

The survey also revealed other differences between the comprehensives. At one 80 per cent thought their last year had been "worthwhile", but in another only 28 per cent thought the same. At one comprehensive over a third of the pupils (37 per cent) claimed to have truanted for "several days" or "weeks at a time" during their last compulsory year at school whereas in another none of the pupils reported truanting. On average, 12 per cent admitted to this sort of truanting.

Half the former pupils of one school reported that they had been belted "often" or "quite often" and on average 15 per cent claimed to have had his corporal punishment. In several comprehensives, however, no one claimed to have been hit in this way.

Looking at the link between effectiveness in exam terms and these other factors, the researchers found the quarter of schools most effective at getting exam passes for any given intake had at least 7 per cent fewer truants than the least effective school. At least 13 per cent more of the pupils in this most effective group thought their year worthwhile.

But the schools most effective at boosting exam results were not always the best at reducing truancy, suggesting the researchers say, that school effectiveness may be more complicated than some other research has suggested. The Rutter study of 12 inner London comprehensives concluded that there appeared to be a "tight ship" factor operating in the most successful schools; that those best at getting exam results regardless of intake also had lower rates of truancy and better behaviour. The authors of *Reconstructions* contest this theory.

The research also revealed considerable variations between the effectiveness of schools associated with neighbourhood or local authority. The established comprehensives which until local government reorganization had been administered by one local authority until 1975, over eight per cent more pupils got good O grades than would have been expected on the basis of their intakes. In another unnamed, pre-1975 authority, more than eight per cent fewer pupils got good O grades than would have been expected on the basis of the intakes of these comprehensives.

LESS EQUAL

There is a large and constant inequality in the educational opportunities enjoyed by middle and working class children, this survey of Scottish schools concludes. Claiming to be the first study of post-war trends in educational equality in Britain, *Reconstructions* compares a sample of Scottish school-leavers in the early fifties with the sample of 1977 school-leavers.

Over that period considerably more pupils from both middle class and working class homes stayed on as school and the percentage going to university doubled from four to eight per cent. But by the end of it children from middle class homes were still over six times as likely to get a university place and over four times as likely to be on advanced and degree level courses as those from working class homes, the researchers say. In the post war period, "... inequalities in almost all areas of educational attainment have been consistently large and in almost all ages larger than class differences in measured ability at the age of 11 years would predict."

Though they found it difficult to make direct comparisons over this period because some of the courses and qualifications had changed, the conclusion: "The general level of class inequality in Scottish education has remained remarkably constant since the war."

One Scottish folk image given a "sharp knock" by this research is the "lad o' pairs": the young person of talent, often from humble origins, supposed to have been helped up the educational ladder into professional life by some special features of the Scottish education system.

"Scottish education since the war has been neither meritocratic nor equal", though it may have been more so in some rural areas and small towns where this image was created. And the researchers call into question the benefits of educational expansion which has the effect of making qualifications less exclusive and therefore less valuable.

School leavers in the survey with no qualifications were at a considerable disadvantage both in terms of their chances of getting a job and the sorts of jobs they got. Those with no exam passes were over four times as likely to be unemployed as those with five O grades or more. Even those with just one or two passes were twice as likely to be employed as those with none. Those with no qualifications were twice as likely to have truanted while at school. But those with no SCEs who truanted were no less likely to find jobs on leaving school than the unqualified who did not truant. But they were less likely to have those jobs still nine months later.

REVIEW

The mute find tongue

Kevin Crossley-Holland on parallels between our industrial revolution and that of Japan

Peasants, Rebels and Outcasts: The Underside of Modern Japan. By Mikiso Hane. Scholar Press £12.50. 0 85967 670 6.

In Roman Polanski's film of *Tess of the d'Urbervilles*, there is a striking scene in which Tess and Marian are found hacking turnips in a great wintry sea of mud at Flintcomb-Ash farm. "They worked on," says Hardy, "hour after hour, unconscious of the forlorn aspect they bore in the landscape, not thinking of the justice or injustice of their lot. Even in such a position as theirs it was possible to exist in a dream." This moving image and observation seem to speak for countless generations caught in the toils of agrarian poverty, stoic, dulled by physical labour, largely mute. But when this condition of poverty in its rural or urban form does find a tongue, as happens in *Peasants, Rebels, and Outcasts*, the result can be extremely impressive.

Mikiso Hane's canvas is "the underside of modern Japan", the people caught in the throes of that country's transition from an agricultural to an industrialized society be-

tween 1868 (the beginning of the Meiji era) and the Second World War. His book teems with individual poor countrymen and women who either worked the land for as long as they lived or fled before poverty to mines, factories and brothels. The topside, the technicians and managers, the rich getting richer, only appear as impersonal victors and, nicely offsetting the usual emphasis, Professor Hane relegates the miracle of Japan's rapid industrial and technological growth to a brief concluding chapter.

Professor Hane's standpoint is comparable to those of Dickens and Mayhew and Cobbett, angry and eloquent spokesmen for the poor in our Industrial Revolution.

Talk of *vassals*! Talk of *villains*! Are there any of these, or did feudal times ever see any of them, so debased, so absolutely slaves, as the poor creatures who, in the "enlightened" north, are compelled to work fourteen hours a day, in the heat of eighty-four degrees, and who are liable to punishment for looking out of the window of a factory?

But unlike these writers, Professor Hane's

method is to combine quite dry descriptive sections, often heavily peppered with statistics, with vivid and devastating firsthand evidence—diaries, memoirs, fiction, trial testimony, personal recollections, eyewitness accounts.

The parallels between the Japanese and English Industrial Revolutions are many and striking, the horror stories often virtually interchangeable. The account, for example, of an old woman who worked in the coal mines from the age of nine to sixty, and says that "I used to think that I would go mad whenever I went down into the mines" reminds one of nothing so much as the Scottish girl, described as "six years old, coal-bearer", who depicted her work to a parliamentary commission in 1840.

Been down at coal-carrying six weeks; makes ten to fourteen mikes (journeys) a day; carries full 50lbs of coal . . . The work is a gruade; it is so very sair.

Similarly, the terrible conditions endured by children as silk-filature and cotton-textile workers (190,000 and 80,000 respectively), virtually imprisoned by their employers, working long hours and quick to contract tuberculosis, put one in mind of the manufacturer Robert Blincoe's reply to the parliamentary committee who asked him in 1833 if he would send his own children into the factories:

No; I would rather have them transported . . . they are liable to have their fingers caught and to suffer other accidents from the machinery; then the hours is so long, that I have seen them tumble down asleep among

the straps and the machinery and so get much hurt.

But as one reads with growing horror of widespread infanticide and the horrifying sale into prostitution of hundreds of thousands of fearful girls, one cannot but conclude that callous heartlessness beyond anything known in Victorian England was one of the distinguishing features of the country and local government that drove poverty-stricken families to such desperate measures.

This impression is only endorsed by Professor Hane's sustained chapter on the *burakumin*—outcasts—a class now numbering some 1 million people (out of a population of 120 million) who have long been victims of prejudice and discrimination, and are referred to in a handbook published in 1880 by the Ministry of Justice as "the lowliest of all people, almost like animals".

This well-ordered and deeply disturbing book makes a notable contribution to our knowledge of Japan's "modern" century, and it is distinguished over and over again by its courage and self-sacrifice of its subjects. Always beaten up by the foreman for taking time off work for illness, a 16-year-old girl (already a veteran in a silk plant) committed suicide by jumping onto a giant waterwheel in the Tenryu River. Before she did so, she wrote a note to her parents: "I am sorry that I have not yet been able to repay the debt owed to the company. Please forgive me for being a disloyal daughter, but my body is longer of any use. Good-bye."

tainly met Monteverdi, had read his play to Galileo, or (most extraordinarily) had "negotiated with the famed Rabbi Menasseh ben Israel for the readmission of the Jews to London". Similarly, his assertion that "there is no reason to doubt" Voltaire's story that Milton saw Andrei's *Adam in Paradise* takes no account of the fact that Voltaire said that Milton saw it in Milan. His unqualified assumption that Milton's allusion to "a dead but scandalous night of interruption" (in 1660) refers to the whole of the Protestant rate rather than (say) to the gap of a fortnight between the dissolution of Parliament and the return of the Rump or to the eight months of Richard Cromwell's Protectorate is rather temperate. He is not very sound on Milton's theology: Milton was not, for example, an Arminian in the 1630s, as far as late as 1644 he was still defending orthodox Calvinism. And finally, Wilson's belief in the theory of emphatic spelling ignores the fact that the special orthography theory was demolished by John Shawcross in 1963.

In spite of these local errors, A.N. Wilson has written a fine life of Milton, one which should be pleased to commend to anyone, be it whom Parker's much longer work is unassailable. This is the best short life of Milton currently available; it is well printed and reasonably priced.

symbolisms. *Shakespeare the Director* is the complete book its challenging title calls for, but it compels us to reopen the question of Shakespeare's intentions.

Garth Lloyd Evans, too, understands the potency of the Shakespearean stage direction. *The Uplifted Crow* is that rare bird, a combination of scholarship and deeply intelligent theatrical experience. Lloyd Evans, who has many years has reviewed for the *Guardian*, has no thesis to advance; but he quotes copiously from the many productions he has seen, from Zeffirelli to Nunn. These illustrations give his judgments bite and authority.

The Shrew, for example, "does not, in the intelligence, but it tenses the imagination. Warwick is the 'rich business man' who achieves his satisfaction from sponsorship and patronage rather than from the ultimate possession of power." Feste is "everybody's acquaintance but no one's friend." This too through the canon is a continuous pleasure in its independence of judgment and play of expression. And it overlaps with *Shakespeare the Director*, for the *Coriolanus* chapter offers some striking instances of authorial stage directions:

"Patry: 'Drum afar off.' Alarum afar off. 'Another alarum.' Alarum continues afar off. Alarum, as in battle. 'Flourish Alarum.' A long flourish. They all cry 'Mist! Mist!' " "What," asks Lloyd Evans, "could be more evocative of the rhythm of war, the actual flow of battle skirmish, the sharp short effect, the long finally? Here, we might say, is *Coriolanus* in production, on the stage, and it is William Shakespeare's own production."

Eyes of a novelist

Gordon Campbell on "the best short life of Milton currently available"

ordinarily well-written account freed from the constraints of having to evaluate every shred of evidence. Thus he creates a splendidly evocative image of the Countess of Derby, for example, by describing a visit to the church in which she is buried. He pushes open the door of the church, surveys its fabric, and finally allows his eyes to settle on the tomb of the countess. One of the three figures at the base of the tomb is Lady Anne, daughter of the Countess and wife of the Earl of Castlehaven. This detail leads Wilson to the trial and execution of the Earl of Castlehaven: for an understanding of *Comus* has been explored elsewhere, but Wilson has forged in manuscript accounts of the trial for new details with which to entertain his readers: we learn, for example, that the noble lords ruminated over the vexed question of "whether it were to be accounted buggery . . . without penetration." The trials of eminent persons for sexual offences are even today of

immense interest to the British public, and Wilson shows how Castlehaven's trial for sexual crimes which retain the power to disgust must have affected the family for whom *Arcades* and *Comus* were written.

Wilson's biography contains a few errors of fact, none of them serious. Milton's second tutor was Tovey, not Tovel (this error originated with Aubrey). The assertion that Edward King had evidently shown his verses to Milton seems to be based on a misunderstanding that they were never published. The suggestion that the name "Lycidas" may be associated with "the memory of Spenser's 'May Eclogue'" is in which Piers, the Protestant pastor, is called Lycidas is misleading, for Spenser never uses the name: it occurs rather in Theodore Bathurst's Latin translation of Spenser, which was still in manuscript when Milton was writing *Lycidas*.

On some occasions agreeable but unfounded speculations are hardened into facts: there is no evidence that Milton had "almost cer-

Flourish. Alarum

Ralph Berry on two new studies of Shakespeare's stagecraft

Shakespeare the Director. By Ann Pasternak Slater.

The Harvester Press/Barnes & Noble 0 7108 0446 60 389 20304 1. £18.95. *The Uplifted Crow: An Introduction to Shakespeare's Plays.* By Garth Lloyd Evans. Dent £12.95. 0 460 10256 7. 0 460 11256 2.

"See, Viceroy, he hath bitten forth his tongue." At the climax of *The Spanish Tragedy*, Hieronimo's assertion of will (which is still shocking, London playgoers, four centuries on) is coded, not as a stage direction, but as a bystander's comment. This was standard Elizabethan practice; the authorial instructions for staging are visible partly in the margins, partly as information assimilated into the dialogue. None was as skilled as Shakespeare in the deployment of directions for staging, and they form the subject of *Shakespeare the Director*.

In choosing her theme, Ann Pasternak Slater seeks to counter a dangerous half-truth of the contemporary stage, that Shakespeare's plays are open to vast diversity of interpretation. So indeed they are. But Shakespeare's licence to directors, though very great, is more circumscribed than is generally understood, and we do not read his instructions

with ease. "Our training is still to read Shakespeare primarily as poetry rather than drama, and details of staging are habitually ignored." A mass of such detail is sifted here.

The assimilation of direction into dialogue is usually fairly precise. Thus the Countess, to Helena: "What's in 'mother' / That you start at it?" When Hamlet says "Look here upon this picture, and on this" he is certainly making a demonstrative gesture, but to what? It might be to his own miniature painting (a Hilliard of father, and to a painting of Claudius on wall or furniture, but Gertrude too might carry or possess a miniature. There is precision and space here. With few exceptions (such as J. L. Styan's *Shakespeare's Stagecraft*), commentators have scarcely begun to come to terms with Shakespeare's implied stage directions.

The formal stage directions are much better known. Often, authorial stage directions can be distinguished from those of playhouse bookkeepers. Shakespeare himself orders *Enter Antony, Cleopatra . . . with Eunuchs Jan and Ptolemy*. Rightly, Ann Pasternak Slater is giving a better press. Let Hamlet illustrate the version of "To be or not to be" in his near-monologue. Just don't listen to Hamlet. ("An

actor," said Marlon Brando, "is a guy who, if you ain't talking about him, he ain't listening.") But the stage directions must reflect actual performance, and this Bad Quarto's *Hamlet* teases in [to the grave] after *Leartes* must be taken seriously, even if the good quarto and Folio omit the direction. The Bad Quartos, if not authoritative, show us the way things were done. From all sources a picture emerges of Shakespeare constantly nudging, pointing, and focusing the action.

The main categories here include stage position, taking by the hand, kneeling, kissing, weeping, and silence. The author regrets the omission of chapters on sound effects and lights, to which I would add one on fighting and violence. The treatment is generally well-judged, though it is not true that "Shakespeare endows silence with absolute value." How could he? At most times the stage contains people saying nothing, and this silence has infinitely various shades. Antonio, at the end of *The Tempest*, is presumably negative. Properties point to the book's strength and weakness. Somewhat puritanical, the author insists that "Properties for mere spectacle are degenerate drama," which seems hard on *Henry VIII*. But she likes properties with demonstrably symbolic values. There are helpful accounts of the disguise/nakedness motifs in *King Lear* and *The Tempest*. The latter chapters move (via costume and properties) towards the conditional traffic between the theatrical and the linguistic in Shakespeare's work. This foregrounds another book, growing out of this one but imperfectly separated. With the author had concentrated on rounding up the stage directions, he might of escaped into the vast territory of verbal/vocal

ARTS

How dare they...

David Martin reflects, more in anger than in sorrow, on Channel 4's 'flagship' science programme

Crucible: Science in Society. Programme 3: A History of Nature. Channel 4. Sundays 7pm.

This series exemplifies everything that is fascinating and appalling about television and about the minds of some of those who make it. The late Robert MacKenzie, who loved the medium and never abused it, once told me that never had so many bright people known so little about so much. They were, he said, insupportably ignorant. Having seen this visually intricate and beautiful film I realize he must have been right, because the only other explanation is culpable misrepresentation.

Let me offer for a start a rough approximation to the style and content of the early part of the script.

The Prologue. Once upon an unspecified time there was a bounteous Mother Nature. She was a many splendoured whole, without abstraction, alienation or exploitation. Then the rough male touch of the capitalist spirit raped this lovely lady to see what could be "got out of her". The minds of those who mined their mother were "penetrating", keen on "thrusting" arguments and "hard" facts. So, naturally, Nature was turned into a witchy, bitchy stepmother. In the end, they bitchy kill off poor Dame Nature, cutting her up into geometrical shapes and transforming her into the colourless corpus of scientific knowledge. Thus, dear brothers and sisters, did science and capitalism engineer our expulsion from the sensuous Garden; aided of course, by malignant patriarchy.

But how do they go about their visual history of the ways in which we see nature? Basically by presenting potted visions of different epochs. Potted Vision No 1: Nature

cut up and dominated on the aristocratic estate (Italy, Versailles, Stourhead); Potted Vision No 2: the sounding cataract and lonely cottage in the distant hills (the Lake District, backed up by the Pastoral Symphony); Potted Vision No 3: Darwinism in Society and Nature (Landseer, Kew Gardens and Henry Ford). No mention, notice, of the rich and loving observation of nature in Dutch painting, since that would not fit the tale of exploitation. No consideration either of impressionism, since it wouldn't fit the Darwinian scheme (and anyway we left the continent behind at Versailles).

Potted Vision No 1, on the theme of nature dominated focuses on Stourhead and Versailles. Stourhead (1721-41) is, of course, lovely to look at. But the script does not note how, let alone explain why, this modest scene of pastoral sedition differs so totally from Versailles. Here, after all, "Nature is nature still", even though "methodized". Here too is the classical and Virgilian motif, again not mentioned in the script, though just one close-up of the Stourhead temple would have made the point: *Procul, o procul este, profani*. The idyllic pastoralism is blamed on the aristocracy, without so much as mentioning that Henry Hoare, the creator of Stourhead, was a banker. We are told, however, that this eighteenth-century perspective is a world "without work". So when toll turns up in a picture by Gainsborough it has to be labelled a "contradiction". After that, on to Potted Vision No 2, and Wordsworth, accompanied by Beethoven in the Vienna woods.

The quintessence of the whole technique of misrepresentation becomes clear with Potted Vision No 3: the tale of the survival of the fittest in nature and in society, as told by Darwin, Spencer - and, yes, Malthus. This seemed to be located anywhere between 1860 and 1900. So we have bloody minded aristos, murdering wild life, to the tune of Pomp and Circumstance No 4, as the high Victorian Empire rapes nature all over the Third World. This goes along with Landseer portraying the law of the jungle, and imperialist Kew Gardens taming the primal forest. Not merely did Kew Gardens vilely card index the infinite variety of Mother Nature, but even improved her for commercial use.

You would think the juxtaposition of vicious Landseer and tame Kew was worth at least another reference to that blessed word "contradiction". But, anyway, supposing, for example, they had invoked instead all the rest of Tennyson apart from the cliché about red and raw "in tooth and claw" . . . ? Supposing we could feast our eyes on the vegetarian movement, all raw but no red, and on the "Clarion" cyclists and sandalled hikers off to the vernal woods, with Elgar's "Introduction and Allegro" in the background invoking the Quaker vision of Garden Cities of Tomorrow (1898). And why not, pray? Because the Garden City theme had to wait for footage in the archives, about the New Towns after 1945, designed for a superior smile; and anyway how would it all be fitted in with Darwinism?

So it happens that Landseer was painting his scenes of animal fury 40 years before the *Origin*, so he would have been better used to provide a splendid "contradiction" to Wordsworth. Malthus, with even more perverse precocity published his *Essay* in 1798, and would thus have allowed a really startling "contradiction" to Wordsworth's Lyrical Ballads, published in the same year. As

for those vile card-indexes in Imperial Kew, they were mere descendants of Linnaeus, who by inconveniently working in the 1730s would have provided a "contradiction" to the pastoral idyll in Stourhead. For that matter, Stourhead would have gone very well with a proto-Darwinian scene of coursing, hunting and shooting as shown in mid-eighteenth-century pictures on the walls of pubs, which even our scriptwriters must surely have seen. And as for imperialism, there was no need to wait for Darwin or Elgar. We could have had Arne's "Rule Britannia" played behind the rural idyll. (Instead of *Brideshead Revisited*) while the educated northern lady who spoke the script intoned from Thomson's "The Seasons" (1744) "Happy Britannia . . . As the Sea . . . Your Empire owns, and from a thousand Shores, Wafts all the Pomp of Life into your Ports". "Ignorance, madam, sheer ignorance," said Dr Johnson, explaining a mistaken definition. But ignorance is a necessary, not a sufficient, explanation for this sequence of visual misrepresentations. Behind it all lies a radical decontextualization and contempt for date and time. How dare they advertise a survey of "mankind's [sic] view of nature" and claim to shed "fresh light" on Elgar or Landseer. How could they link Marie Antoinette, Boucher's "The Swing" and Handel's "Acis" together under the heading "A Romantic view of nature"? Can the explanation be that the whole thing was put together by a feminist workshop of "greens", who thereby traduced the excellent feminist cause by a principled refusal of "hard" fact? Whatever the explanation, an advertisement for Paul Masson wine is not only comparatively objective and educational but pays the minimum respect due to the public mind.

ence and Walter. Wasn't it difficult to place *Dombey* at the centre of the serial, when in the novel he has such a negative presence and no memorable lines? No; Hall says that *Dombey* "dominates the action". He appears in every episode, and director Rodney Bennett emphasizes his presence by placing him in the foreground and showing his reactions in close-up. As to his speeches, Julian Glover's commanding voice helps to make them more memorable.

As the first episode last Sunday has shown, this is a sensitive production, well paced and well acted. The studio and location scenes are well integrated and there is a good use of sound effects and music (by Dudley Simpson). A charming scene in this Sunday's episode, in which Captain Cuttle (Emrys James) visits Sol Gills and Walter, shows both these effects: the creaking of ships outside underlines Walter's desire to go to sea, and then inspired jolly-roger music introduces Captain Cuttle and the congenial atmosphere associated with him.

At what audience is the classic serial aimed? Barry Letts says that children of about ten should always be able to understand and enjoy the serials, but is emphatic that they are not children's television. Hall says that the audience should not be underestimated: experience has shown that viewers share adaptations critically, and are particularly keen on spotting anachronisms. With *Dombey* and *Son* he has set a trap for them; if anyone challenges Mrs Pipchin's pronunciation, if she doesn't like it, Mr Dombey, she must be taught to lump it, he will gladly direct them to its appearance in Dickens's text.



Julian Glover as Dombey

of the novel that *Dombey*'s financial collapse is due to Carker's embezzling (about which he has previously intimated nothing) the adaptor must drop clues for the viewer to remember later: "I don't like characters to spend time explaining what they've been doing. You should convey in the narrative what's going on."

A dramatization inevitably alters the emphases of the novel; here more time is given to the early part of the story (the death of little Paul comes much later than in the novel), and there is more emphasis at the end. Hall says, on *Edith*, *Dombey* and *Carler* than on *Flor-*

ALLOS MATCHED ENSEMBLES



As used by the Young Recorder Players of London

the advantages

- *Moulded in atmospherically stable ABS material - light weight.
- *Matched tonality in all models.
- *No uneven leaping problems.
- *Curved Baroque Style Windway.
- *Staggered Tone Holes.
- *Patented Double Wall resonators.
- *Suitable for right or left handed players.

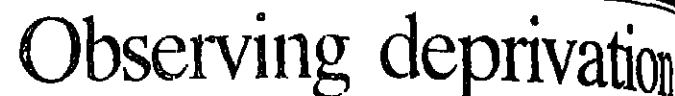
Send for your free colour brochure and price list, plus attractive walkabout.

NAME _____
ADDRESS _____

SOLE UK DISTRIBUTORS

MORLEY ROAD
TOWNBURY KENT
TN9 3RA

BOOKS



'Tom Getting the Best of a Charley', by Isaac and George Cruikshank: from the book reviewed here

Dying game

Those elements fused most poignantly, of course, in the young, over-

One of the book's most gruesome sections deals with a species now happily defunct in these islands — "resurrection-men", who kept the

Michael Church

The conclusions are clear. Discontinuity even over this short cycle outweighs continuity; only one-third of the disadvantaged 11-year-olds were also disadvantaged at the age of 16. So we have yet more confirmation that Josephian commonsense is not sense. The correlation with educational performance is, on the other hand, an equally strong endorsement of commonsense: dis-

are based upon a materialistic, upward mobility and success philosophy. The children of the original cohort. Perhaps that is too high a price to complete certainty. It is surprisingly, then, short-run evolutionary methods are suitable with their less certain findings? Alternatively, as here, only a short intra-generational cycle is covered.

In one sense this book is also: follow-up to Wedge and Proctor's *To Fall* — a study which in the 1958 birth cohort at age 7.1 earlier book defined deprivation with reference to family size, housing, and income. Essen and Wedge use the same definition. Differ: definitions would give different results, but not, I suspect, different conclusions. Essen and Wedge add no unreasonable claims for their study, and are painstaking in informing the reader about both the details of classification and the interrelatedness of the three elements (large family, poor housing, and low income). They then go on to a careful and orderly exposition of the educational experience of the ordinary and the deprived children. Social science is an improvement on common sense.

A H Hale

Michael Church

Beyond the horizon

Geoffrey Scammell, Cambridge don, has long been expert on medieval shipping among other things, and might easily have offered a history of maritime skills. But he has chosen a different line, broader and more demanding. It is to show how a tiny world, first focused on Jerusalem, grew in scale and clarity till at latest by 1650 men of education could contemplate an earth we too would recognize. There are branch-lines in this book – subsidiary stories and explanations – but at the centre are two problems: the psychological daring which drove men differently on, and the material contrasts of aim and

Robin Du Boulay

Thought provoking

What is this subjectivity, so familiar to us, and so fragile? Guy Deleuze and Gilles Deleuze have blind eyes like us, and knew a penny for it when he saw it. Dennett points out that even a lobster has a sense of self: when it is hungry, it is itself it feeds, and it will not eat itself. leg. We are confident nevertheless that consciousness is something unique to *homo sapiens*. What exactly this consciousness is the question of *The Mind*. E asks us to explore the two leading themes of the book are closely linked. We know a good deal about how the brain works. Like a computer, it is a vastly complex organization of simple elements. One question, then, is

The aim of *The Mind's Eye* is to prove that the philosophy of language can be fun. As practised in English-speaking universities today it certainly is not fun, and it is with disappointment that one discovers that all the authors' efforts to denunch their material in a syrup of gee-whiz populism fail to conceal that the issues largely from those same universities.

Perhaps we are mistaken in instinctively identifying our consciousness with self and soul. The philosophical of Julian Jaynes' otherwise eccentric book is to suggest that consciousness (generated, he thinks, by the pervasive role of metaphor in our language) came late on the human

Keith McCulloch

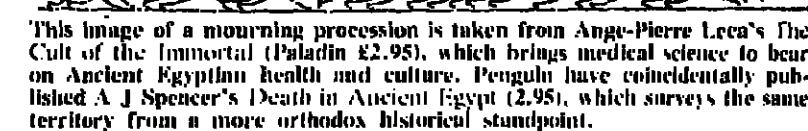
Original flavour

The book's arrangement thus clever

Martyn Wakelin

Down south

Jacobo Timerman, former editor of *La Opinion*, Argentina's leading liberal newspaper, spent two and half years, without charges being brought against him, in an Argentine prison. In *Prisoner Without a Name, Cell Without a Number* (Penguin £1.25) he describes the torture, the abuse and the frightening experience of solitary confinement, but his story is more pertinent, because it shows for instance, it is possible after all the world knew about the Holocaust, that, as if he was being beaten, the guards could rip their objection to his existence in one word: Jew?



American foreign policy comes under scrutiny again in *Paved with Good Intentions* (Plenum, \$19.95). This readable, balanced book, by Barry Rubin analyses the current extraordinary Iranian anti-American feeling by describing post Second World War Iranian history. One unpleasant truth which emerges (as poor Timmerman experienced) is that it is far easier to project inherent failings on outsiders than to adjust one's own heart.

Since terrorism in liberal areas can be truly effective in liberal areas, it is not surprising that it presents dramatic problems for governments with precise moral and legal dilemmas. These are discussed, along with the histories of the anti-terrorist units in eight western countries in *Terror! The West Fights*

Huck (Paperback £3.95). Christopher Dolbow and Ronald Payne, swindlers, con men and racketeers, are rounded up under the name of the "outer one", which is to be expected when secrecy itself is a major weapon.

Secrecy, however, is no friend to the damaging evidence seeping out about the unexplained deaths of person inmates in this country. Names like Barry Prosser and Stephen Smith vibrate tears of grief in the memories of civil liberties, in our own back yards. In *Enlightened F My Life* (Penguin £1.95), Giedra Coggin and Martin Walker detail seven cases which remain de-
gracefully "open".

Mark Featherstone-Wit

Helping

Social Work with Undervalued Groups acknowledges that success is for the lucky few. The elderly, the dying will never appear on effective results statistic sheets. No master plan here. So Ruth Wilkes falls back on the individual approach and intuition.

Exam papers

Shakespeare
Storming the Tempest is the title of an interesting exhibition of the work of the Chilean artist Matta, based on themes from Shakespeare's plays. Matta's style is "primitive" and surreal.

This dilemma is with us still; and for that reason the papers in Part III, which discuss specific manifestations of how examinations dominate curricula, may be the most extraordinarily valuable section of the book. At the least they provide much food for thought and many issues to discuss.

H C Der

Shakespeare Matta

Storming the Tempest is the title of an interesting exhibition of the work of the Chilean artist Matta, based on themes from Shakespeare's plays. Matta's style is "primitive" and su-

peare Matta
of bolist, his medium pastel: it can
ork seen at the Riverside Studios, Ha
on mersmith, until January 23, and
ay. may later form part of an A
m- Council travelling exhibition.

Jenny Oldfield

NEW FROM BUTTERWORTHS

UNDERSTANDING INDUSTRY

SECOND EDITION
Julie Baddeley, Associate Adviser, Industrial Society

When first published *Understanding Industry*, was widely acclaimed as a clear and lively introduction for sixth formers to the workings of industry. It has been thoroughly revised for this new edition, particularly the last two chapters dealing with industry in society and the technological revolution, while the logical structure and popular layout of the first edition have been retained. Throughout the book there is a wide range of business games, case studies, role plays and ideas to promote lively classroom discussion of the topics under consideration. The text is amusingly illustrated and there is also available a Teacher's Guide.

The book is ideal not only for the classroom but also training schemes and careers libraries.

From the reviews of the first edition.

"... a splendid little book . . . She has managed to write in simple terms just what industry is all about . . . objective and beautifully illustrated"

The Daily Telegraph
 "... an original and interesting book"
Liberal Education
 "... could usefully find a place in training courses
 generally" *TES*

Contents: Marketing. Research, development and design.
Manufacturing. Finance. Personnel. Management
services. Decision making in industry. Structure and size.
Management and leadership. Motivation and money.
Involvement: from communication to participation.
Industrial relations and the Trade Union movement.
Industry in society. Work and the future. Bibliography.
Index.

Softcover 148 pages 216 x 189mm Illustrated 0 408 10860 6
£3.25 non-nett approx. February 1983

For your inspection copy please write to the address below. Feel free to make use of our FREEPOST facility - no stamp needed if mailing from within the UK.

BUTTERWORTHS, FREEPOST, BOROUGH GREEN, SEVENOAKS,
KENT TN15 8BB



Butterworths

BOOKS

Children's literature

Teenage psychobabble

The Whisper. By Gina Wilson. Faber £5.50 (US\$11.95).
Get on out of here, Philip Hall. By Bette Greene. Harnish Hamilton £5.25 0 241 10881 0.
Rain and I. By Dorris Hoffmann. Macmillan £5.50 0 333 32851 5.
Piggy in the Middle. By Jan Needle. Deutsch £3.95 0 233 97481 4.

"I... am a developing person. How do you like my boudoir?" For Rain and the rest of these teenage heroines, clothes and interior décor mark the discovery, expression and improvement of the Self on its way from the family to adult partnership, via the peer-group. Doing your own thing means knowing who you are, computing and contrasting yourself with other girls, re-styling your room, re-thinking your role-models.

Please excuse my psychobabble: it flows unrestrainedly from fiction of this sort.

Gina Wilson's 13-year-old Lily has just moved out to the country with her parents, harassed Cissie and stolid Tom, when her orphaned cousin comes to stay - forever, she assumes. Lily tries in vain to over-

come her resentment and jealousy of Marie, the meek, musical intruder. The whisper of the title refers to the campaign of calumny with which Lily contrives to get Marie ostracized at school and ousted from home. In this and earlier books, Gina Wilson's female characters are generally a sour, mean, curping lot, quick to take offence and to spread malicious rumours. Men and boys appear, if at all, as shadowy ideals. Squinting in a barn on the periphery of the story is a nameless youth for whom Marie puts out food with furtive solicitude. At the centre of social gatherings stands handsome Father Speare, re-presenting masculine integrity and goodwill, defying slander.

Church activities also loom large in rural Poughontus, Arkansas, where Bette Greene's young black narrator is urged to bring her problems to the Lord. Chief of these is an exuberant tendency to take victory for granted, which alienates her friends and leads to public humiliation. Dejected to the point of "acting like you wasn't worth the bullet it would take to shoot you", Beth leaves town to stay with her grandmother: a fresh start which enables her to learn modesty and tact.

to enliven the whole community by organizing a New Year party, and to win the praise, not only of her loyal family, but also of her old rival and beloved enemy, Philip Hall.

Sweet potatoes baked with marshmallows are Beth's favourite dish, and, as one proud, pious, patriotic occasion succeeds another, the cloying taste may prove too much for British readers. "The words that are going to be sung next," Philip Hall, "I told him, 'Them is the best words of all: God Bless America My home sweet home...'"

Cheerleading, parades, beauty contests and popularity polls, all the razzmatazz of loud gregarious competitive North American fun, inspire some misgivings in Dorris Hoffmann's Canadian sisters - though they star in all the shows and win prizes just the same. Apple begins her account of their relationship with the memory of ethnic folk-tales that impress them in infancy. Rain is adopted, together with the globe-trotting of a glamorous godmother, inspire an experimental interest in exotic traditions and foreign parts: Buddhism, yoga, medical missions to Asia, fund-raising for African students.

This ideological eclecticism is matched by a patchwork plot. Each time the girls move house, they are randomly abused by boorish neighbours. Once, exploring a park, Rain gets battered by a psychopath. Jim, their father, suffers first alcoholism and then fatally, cancer. None of this is as serious as it sounds. In the absence of healthy paternal authority, a magical surrogate shows up: a handsome priest (yet again) bringing Christmas cheer: "Hi Apple! You're safe, kiddo. Go tell your parents old Jayboy has arrived."

During the heroines' initial sexual encounters, it is the prose style that raises a blush. Despite her godmother's warning, "One should look for someone who strengthens your own best self-image and your theirs", Apple falls for an arrogant athlete: "Even his bum was muscular." Their first kiss "zoned out my mind... I felt double whammy." Dreams may come true and yet be followed by disillusionment. As Jan Needle suggests in *Piggy in the Middle*, you may have to kiss a lot of frogs before one turns out to be a prince.

Sandra, a beautiful young policewoman, loves David, an earnest reporter on the local paper. But di-

vided loyalties tear them apart when an elderly Pakistani is murdered and his timid son, a former classmate of Sandra's, is illegally detained and brutally interrogated at the police station. The consequences of a post-killing for which no-one is formally charged, the harassment of the victim's family, the protests of non-relatives, the cynicism of the police, the complex drama need careful interpretation. It takes a mature reader to spot the disturbing double standard in operation at HQ: the predatory sexual approaches of Sandra's male colleagues, and their capitulation to her "immorality" when, in one instance, she accepts.

A major doubt remains. Why a character relaxed, no conscious character, without the "tar" of whisky or the "adrenal" sensation of gin? If Jan Needle had been sponsored by a Federation of distillers, she could not press home more insistently the message that spirits are inspiring, and that alcohol is a girl's best friend.

Marion Glastonbury

Word work

A Secondary Religious Education Course, Book 1 Christianity Then and Now. By Richard Hughes. Oxford University Press £2.25 19 918134 9.

A letter from the publishers accompanied the review copy of this book. It concluded, "We have done all we can by way of layout, design and structure to make the book not only attractive but also useful." If that implies misgivings about the text, then those doubts were well founded. Despite being a very handsome book, illustrated throughout in full colour, its use is probably limited to Sunday schools in middle class parishes.

The book (the first in a series of three) is aimed in fact at "lower secondary classes". It presents six themes, such as the Sabbath, People and Faith; and offers five double-page spreads on each theme. Each spread provides one lesson and at the end of each theme is another double-page spread of activities. Among the suggested "things to do" are preach a sermon, design a badge for the Gladys Aylward fan club, design a Whitsun flower arrangement and debate the motion "that this class believes the Holy Spirit is a product of Christian imagination".

Pupils are asked to correct statements such as "TS Eliot runs a hamburger centre in Soho and is a famous writer of thrillers" and "The righteous people of Jesus' time were particularly fond of welcoming sinners and eating them" - and these are exercises from a book which opens with the words, "Religious Education in schools needs to pick itself up by its bootlaces".

That improvement is unlikely to result from what is frankly a careless book. I am not thinking so much of the confusingly misplaced headings on pages 66 and 67 or even of the offence caused by calling Muslims Mohammedans. Rather it is the placing of instructions to "find out more about the hanging gardens of Babylon" under the heading "Use your imagination"; and suggesting projects on items like the Christian creed which could so easily have been reproduced here, while its absence makes an unnecessary task for the teacher.

Rather than being a religious education course, this promises to be a Christian education course. Sadly it will be acceptable only to the most charitable of Christians.

David Self

Makers of Modern Britain. By Richard Tames. Batsford £9.95 0 7134 4055 4.

One hundred and eight people from Marlborough to Alfred Hitchcock made modern Britain, according to this attractive and sensible reference book. Alphabetically arranged, they are given a few hundred words apiece and a portrait. A London-based list of places to visit cover about 40 of them, a booklist about 60.

Richard Tames takes care of facts. His style is concise, direct, dry. Arkwright, for example, had "the ability to raise capital and organize labour". He usually succeeds in explaining each individual's historical significance; and he makes excellent use of quotation, from his makers or about them, to inject a lively touch. Comment is restrained, respectful; just occasionally there is a welcome personal note, as on Pluice's inflated reputation or Stanley's attitude to Africans.

Some obstinately remain shadows.

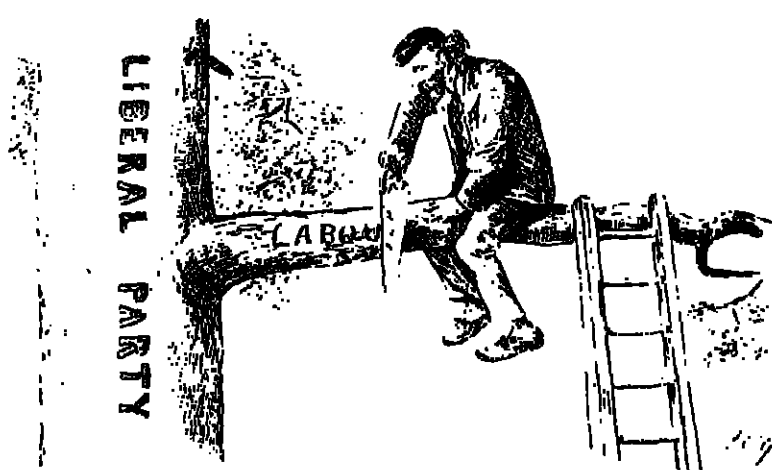
Problems for Physics Students. By K F Riley. Cambridge £12.50 0 521 24921 X. £5.95. 27073 1.

Advanced Practical Physics. Edited by I. Beckett. Murray £3.50 0 7195 3957 9. Teachers' Guide, £1.95. 3958 7.

There is a freshness and a powerful stimulus to investigation in both these books that will ensure them a welcome from every zealous teacher of A level physics. Of course there are other collections of problems, and books on laboratory physics, available, but the present pair have an individuality and competence that gives them a special appeal.

Dr Riley includes, in addition to 13 questions in each of 26 sections, corresponding groups of hints and intermediate answers followed on later pages by the final answers. The questions occupy about 100 pages, with the two batches of answers filling roughly another two-thirds of that number, and lists of symbols and units, formulae and relationships and some constants completing a substantial work. (Inciden-

More people, more background



A 1903 cartoon from the book showing Keir Hardie attempting to make the Labour party independent of the Liberals

abstracts present only for the ideas they generated. There is no irrelevant biographical detail; we never learn whether H G Wells, T R Malthus or Lord Reith had

forenames. No one has a private life. Origin and background are often ignored, though it might help to know that Reith and Adam Smith were Scottish (ministers' son and

professor), Wellington Irish ("Capability") Brown Northumbrian. Those who fill our CSE0 led thoughts are mostly here, with welcome extras like Henry Maudslay, Kipling, Leverhulme. But apparently no Hagar, Britten or Gilbert and Sullivan made Britain modern through art, literature and film as well. Kitchener and Montagu represent the modern army; Fisher and Trenchard are absent. Maudslay, Kipling, Leverhulme, but apparently no Hagar, Britten or Gilbert and Sullivan made Britain modern through art, literature and film as well. Kitchener and Montagu represent the modern army; Fisher and Trenchard are absent. Maudslay, Kipling, Leverhulme, but apparently no Hagar, Britten or Gilbert and Sullivan made Britain modern through art, literature and film as well. Kitchener and Montagu represent the modern army; Fisher and Trenchard are absent.

Richard Tames is good on the personal qualities that brought makers to the fore, less informative about the circumstances that made possible their achievement, but society, tastes, needs that give opportunity or demand service is short. I would like more people, more humanity, more background, but without sacrificing brevity and purpose.

Tom Carr

Individuality and competence

tally, a paperback edition is available at the modest price of £5.95). The majority of the questions are quantitative but they all involve much more than the selection of a formula and the substitution of numbers in it. It is not, moreover, the skills of mathematical techniques that are being assessed, but the understanding and application of physical principles. Dr Riley neatly encapsulates his philosophy.

"Just as important a purpose of this book as testing, is that of instilling ideas of physics, for which standard texts and teachers are the proper agents, but in the ability to pose to one's self the kind of question which will make it clear which ideas are involved. In doing this by means of hints for the problems, a sometimes difficult balance has to be struck between being so helpful that there is nothing left to the problem, and being so oblique that the hint is merely one more baffling aspect". In practice the balance, like the selection of material, is admirable. Students who cope with these questions will not only know their subject, but will have been led to a

deeper comprehension than might be gained from mere rote-learning of bookwork. All the topics of the normal A level syllabus are included and there are many fascinating byways to be explored alongside the main routes.

The work on practical physics also includes some less conventional investigations interspersed among the rather more familiar. The whole has evolved from the work of the Inner London Education Authority's "Advanced Physics Project for Independent Learning" (Appil). The project team has sought to provide experimental work which is simple and clear, compatible with the accuracy and conceptual grasp expected at A level, requiring normally available apparatus, and relating the practical and theoretical aspects of the subject.

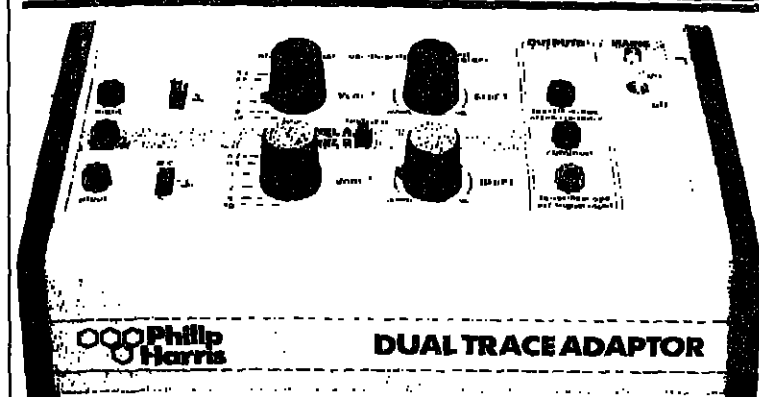
The result is highly successful. The Appil course is intended "to encourage and train students to develop their ability to study on their own", so that with "interest and enthusiasm" they will find themselves "relating what they observe and feel with their senses to ideas developed in their minds".

There are useful introductory notes to aid students in organizing and conducting their work. Warnings about laboratory dangers could perhaps have been somewhat stronger and more detailed, together with tables of units and other data. Then for 114 experiments there are sections on the purpose of each, the apparatus required, the procedures to be followed, the questions requiring answers. Illustrations (photographs and line-drawings) are extensive and helpful.

Most teachers, too, will benefit from the advice given in the preface. The essential preparatory work is well set-out, and there is a list of apparatus and materials required to supplement the basic content of the laboratory. Against each experiment is a suggested time-allocation, requiring only about half-an-hour to an hour, but others ranging up to two hours. Reasons for the ideas proposed, indications of possible dangers and suggestions for follow-up questions, are all relevant and purposeful.

F W Kelland

John A Barker and Bob Fairbrother report on equipment and materials on display at the Association for Science Education's annual meeting



Meters, microscopes & models

This year the Association for Science Education's annual meeting was held at Manchester University. Some of the major biological items displayed included a very neat, lightweight, compact pH meter from WPA. It weighs less than 275g and measures 70mm by 25mm by 180mm - easily fitting into a lab coat pocket. A great attraction of the instrument is the fact that the electrode actually packs into the body of the device. It can be hand held, placed on a bench with its integral back support, or used like a stick and plunged into liquid. It possesses a digital readout to 0.01 pH and will be on the market shortly at £115.

Griffin and George have converted their breathing monitor, introduced last year, into a more sophisticated spirometer (YTK-3181, £190). The particular attraction of this model is the well constructed stainless steel housing for the valve system and carbon dioxide absorber unit. The other new major item that they showed is a colour TV assembly for use with a microscope (MMX-880-010, £1,250). This consists of a 350mm monitor, colour TV camera and microscope adaptor.

The major item of Philip Harris Biological's display was a phytotron (B656405, £157); a plant growth chamber 315mm by 350mm by 350mm in which the experimental plants are placed, standing on a sand or gravel tray. The lid is placed on top of the chamber, which contains a circular fluorescent tube, and a small tungsten bulb - thus providing light of a suitable spectral quality for plant growth. It also houses a fan unit connected to the growth chamber to reduce heat from the lighting system. This unit can be used to investigate the effect of different light regimes on plant growth, or photoperiodism and flowering responses.

The major items on Philip Harris's stand were the S range of instruments ranging from a conductivity meter to power supply units and containing many of the standard instruments required in science classes. All units are structurally based on an aluminium extrusion with tough blue plastic side panels. This standardization results in a series of units of matched format and contemporary appearance. They are easy to carry and store in a small space. Attention has been paid to ergonomic principles, thus all input/output sockets are located on the front panels and mains leads from the back or sides. The units of special interest to biologists include a stimulator (B712501, £69), both digital and analogue pH meters (CS79509, £79 and CS79303, £69) and a conductivity meter (C299501, £99).

The Jungner range of microscopes was on Hampshire Micro's stand, a series of three school microscopes ranging in price from £108 to around £186. The most expensive model, J 71 has a quadruple nose-piece, a 1.25 NA substage condenser and built-in illuminator. Leitz were exhibiting a larger range of cheaper microscopes from an associated firm, Will-Optic.

Pyser has introduced the Swift 3200 series all with the new flat-film DIN standard objectives. A particular attraction of these is that the microscope can be fitted with a tutor head (IVT, £55). For £550 Pyser are offering a complete black and white TV microscope system using the 3200 with split prism or tutor head.

As usual there was an interesting variety of smaller items. From Artex comes a Graffiti Remover at £3.40, a present for your lab technician perhaps? Oakes Eddon are offering a scalpel blade remover, at £2.59, to solve the small, but tricky, problem of removing disposable scalpel blades safely from their handles without bloody fingers. Griffin and George show a useful Mini Water Sampler (YRC-514-Y, £9.75), a device to enable you to collect a 60 cm³ sample of water from a predetermined depth. It is simple, sturdy, constructed and works effectively. Also available is an illuminator (YRC-510-W, £59.80) a direct reading light meter powered with three ranges: 0-1,000, 0-5,000 and 0-5,000 lux. The model 20 oxygen meter is different from their standard model in that it uses an LED in place of a meter and it is consequently significantly cheaper (DOS-236-G, £79).

A more novel device is the Movement Sensor (YTA-400-M, £43.50) which converts small movements of a pivoted arm into a voltage level to be fed into an interface unit to transmit to a microcomputer.

Gerrard Biological Centre were showing some new biological models. A full size rat model (ZKA-806-Y, £49.75) is mounted on a black plastic base 300mm by 150mm. It is constructed in plastic moulded from a real specimen, and the major parts of the internal organs can be removed. The model is supplied with a card key with five illustrations. Another model illustrates eight stages of mitosis (ZKA-816-B, £75), measures 430mm square and is constructed of impregnated glass fibre. Finally the Anatomod, a series of nine small DIY models illustrating the major human organs, such as heart, lung and eye. The model comes in a slim pack, the parts are pressed out from a sheet of washable vinyl and quickly assembled. The pack also contains a black plastic standard to construct and a set of background notes on the structure of the organ.

Philip Harris Biological introduced three new teaching kits, the most innovative being the Saliva Immunological kit (M86600/9, £34.75). This introduces two current techniques in this developing area of biology. Students are able to carry out a quantitative assessment of amylase in their saliva, making use of an antibody/antigen reaction and a demonstration can be given to show how a particular protein may be identified using an immunological response. The Microbiology of Yoghurt kit (M40483, £16.50) makes a quantitative study of the changes in maturing yoghurt. Both of these kits provide a means to bring the applications of biotechnology right into the school laboratory.

The third, and final kit, is the Microdot (M8310/9, £5.50). This has been designed to introduce pupils to the use of a microscope and to give them confidence in using it before studying live preparations or prepared slides. It consists of three strips of film, each of ten frames to cut up and mount on slides. The images on the strips: a letter 'e' on one, drawings of four letters 'e' on the second and their names on the third are used to develop particular skills. There are also strips of film with ten eyepiece scales to cut out which, used in the eyepieces, provide a means of simply and cheaply measuring the size of images seen. All of these kits contain full, but concise teaching notes.

Another innovation is from Philip Harris, an ECG interface unit which is self-contained and battery operated (B72940/8, £45). When used with a single channel analogue digital interface and a microcomputer it will produce electrocardiograms from a human subject. An interesting feature is that complete electrical isolation of the unit is achieved by use of an optical fibre between the unit and the interface.

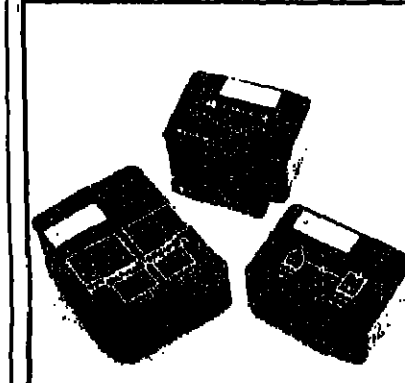
Philip Harris Biological also presented a new range of interactive computer programs. For example Seed Germination (£19.60) simulates an experiment to investigate the effect of four environmental variables: water; light; oxygen and temperature on the development of seeds. Students are invited to design an experiment to determine the effects of a factor on germination. Colour graphics are used to display the results.

The advanced biology laboratory often has, up to now, a very special smell of its very own: that of formaldehyde. Both Griffin and George and Philip Harris Biological have introduced products to cure that problem. The former have a series of Formalin specimens covering the most frequently used dissection types. They also market an odourless preservative (ZCC-360-010 P at £3.89 per half litre) to make up about 4-5 litres of working solution. Philip Harris's preserving fluid is called Oprosol (M38905/2 at £3.25 per litre) this is diluted 3:1 with water before use. In both cases larger quantities of the fluid are considerably cheaper.

Finally, on the Institute of Biology's stand - where you might least expect it, a distorted room! Most people have seen photographs of the real full-sized room built in the USA, but here was a delightfully simple DIY kit to make a small model of the room. J. A. B.

RESOURCES

Micros and modules



New physical science apparatus is dominated by the microcomputers and by microprocessor control of experiments. The Philip Harris range is typical. Their Computer Control Package is designed to show computer control of lamps, motors, relays etc. It consists of a booklet and a program cassette tape, P87200/9 (for use with the PET computer), costing £15. (Another version for use with the BBC micro will be available shortly.) Additional items are needed to perform the work: PET Interface Unit P87200/4, £46; Power Module P87200/7, £56; and a Two-Motor Control Unit P87800/0, £46.

Ten demonstrations can be done using the input and output parts of the computer. The booklet is particularly useful, explaining what to do and also why it is being done. It gives simple explanations of how the computer works, explaining the different lines in the computer program which control each demonstration, and lists the programs which are used.

A more advanced version, the Computer Control and Data Gathering Package, P87210/1, costing £17.50, covers 14 demonstrations with a booklet and cassette tape. You will need in addition Four Resistors P87250/2, £4.85; Four Resistors in Power of Two Series, P87260/5, £4.85; Mounted Potentiometer, P87270/8 and a Dual Input Analogue - Digital Converter, P87230/7, £59. As the name of the package implies, it offers not only

computer control of external devices but also collection of data such as values of current and voltage, and processes them to give readings of power and resistance, for example.

Other, more individual items, each with their own cassette tape or disc and connector, include the Microcomputer A-D-A Unit, P87000/1 (for the PET), P87005/0 (for the BBC Model B), costing £76. These link with the 8-bit parallel input/output part of the microcomputer and provides up to four analogue input channels for the simultaneous recording, storage and display of up to four variables such as pressure, temperature, level of illumination and time. The analogue output could drive a chart recorder.

The Single Input A-D Converter, P89250/1 costs £49.50, is designed for use with the BBC Model B computer, and will work with existing sensors. With all of these converters you will get a tape or disc and at least a leaflet of instructions so that the hardware is ready for immediate use.

Blackburn Electronics, exhibiting on the Philip Harris stand, had a very simple and effective E.C.G. interface, B72940/8, costing £45. This must be used with the Single Channel A-D Interface, P87200/7 costing £79 and needs the program cassette relevant for your computer (most makes are catered for) at £9.50, plus the connecting lead for the A-D interface to the computer - £27 for most makes, but £35 for the Sinclair. So, the total package costs £160.50. The A-D interface can also be used with many other probes and converts the microcomputer into a large scale demonstration oscilloscope with storage facilities, and also a digital millimeter. It shared between two or more departments in a school electrocardiogram can be displayed at a fraction of the cost of alternative systems using high gain amplifiers and expensive oscilloscopes. Skin contact is made using "velcro" strips which penicillin oscilloscopes. Skin contact is made using "velcro" strips.

Griffin and George are happily giving some attention to the ZX81 computer. This can now be obtained very cheaply (perhaps as low as £20-£30 secondhand as owners move up-market) and yet the computer can be used as an excellent control and processor. Griffin and George provide three interface packs: RAM I/O Pack, CRA-720-H, costing £35.54. This plugs into the expansion port at the back of the computer.

continued on next page

MOTOR TRANSPORT TEACHERS

Here's new help for you

Anyone involved in teaching motor-related subjects knows how difficult it can be to get hold of the right classroom material. That's why Castrol Educational Division has produced two major learning programmes for classes studying the car and all its component parts.

The first programme concentrates on the theory of the car, and the other programme deals with all the "nuts and bolts" of car maintenance and servicing.

Both programmes are built around a set of specially drawn, full-colour illustrations. The text has been written by people who know all about education as well as cars.

FREE 14-day classroom trial

To find out more about these programmes and other material available from Castrol Educational Division, clip the coupon and send it to Castrol Educational Division, FREEPOST, Dept. CB, Cirencester, Glos. GL7 1BR. We will send you our catalogue as well as details of our 14-day free classroom trial offer. We will also tell you how, by acting promptly, you can get a free Haynes Workshop Manual of your choice, and how to get a free copy of Wheels, Wings and Water, a history of Castrol and the internal combustion engine.

Name _____

Address _____

Postcode _____

All Castrol Educational Division material is loaned for 14 days with no obligation to purchase. If you wish to keep it, return it within 14 days. If you wish to keep it, we will invoice you in the normal way.

Castrol EDUCATIONAL DIVISION

Phil Harris Ltd, Lynn Lane, Stenstone, Staffs WS14 0EE

Phil Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS34 9BJ

Pyser Ltd, Fircroft Way, Edenbridge, Kent, TN8 6HA

WPA Ltd, Shire Hall, Saffron Walden, Essex CB11 3BD



Here's new help for you

Anyone involved in teaching motor-related subjects knows how difficult it can be to get hold of the right classroom material. That's why Castrol Educational Division has produced two major learning programmes for classes studying the car and all its component parts.

The first programme concentrates on the theory of the car, and the other programme deals with all the "nuts and bolts" of car maintenance and servicing.

Both programmes are built around a set of specially drawn, full-colour illustrations. The text has been written by people who know all about education as well as cars.

FREE 14-day classroom trial

To find out more about these programmes and other material available from Castrol Educational Division, clip the coupon and send it to Castrol Educational Division, FREEPOST, Dept. CB, Cirencester, Glos. GL7 1BR. We will send you our catalogue as well as details of our 14-day free classroom trial offer. We will also tell you how, by acting promptly, you can get a free Haynes Workshop Manual of your choice, and how to get a free copy of Wheels, Wings and Water, a history of Castrol and the internal combustion engine.

Name _____

Address _____

Postcode _____

All Castrol Educational Division material is loaned for 14 days with no obligation to purchase. If you wish to keep it, return it within 14 days. If you wish to keep it, we will invoice you in the normal way.

Castrol EDUCATIONAL DIVISION

Phil Harris Ltd, Lynn Lane, Stenstone, Staffs WS14 0EE

Phil Harris Biological Ltd, Oldmixon, Weston-super-Mare, Avon BS34 9BJ

Pyser Ltd, Fircroft Way, Edenbridge, Kent, TN8 6HA

WPA Ltd, Shire Hall, Saffron Walden, Essex CB11 3BD

RESOURCES

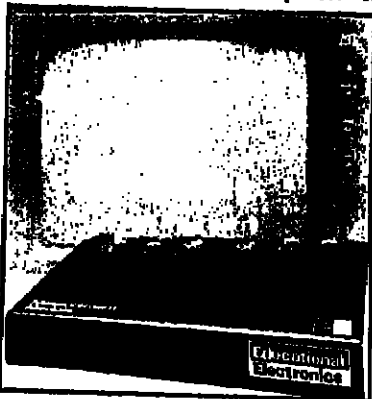
continued from previous page

ZX81 and gives 4k bytes of RAM plus 8-bit, memory-mapped input/output ports. This unit is required when using the other two packs: the Control Pack, CRA-724-540U, £28.05, and the Analogue Pack, CRA-724-520D, £18.69.

The Control Pack plugs on to the back of the RAM I/O Pack and contains eight relays for switching motors, lamp units, etc. on and off. The Analogue Pack also plugs into the back of the RAM pack and contains both D-A and A-D converters. It can sample from a pH meter, display the discharge of a capacitor through a resistor, etc. Typically three lines of programming are all that is needed to make the unit operational.

Similar facilities are provided for the Sinclair Spectrum using a single interface, the I-Pack, Interface CRA-776-F, costing £34.74. An Experimental Manual and Cassette CRA-778-530K (price not given) will be available in April.

The Unilab Computer Interface is now available at £163 for use with the BBC model B computer. It



comes with connecting cable, instruction manual and starter software. It is a most versatile piece of apparatus which needs serious consideration.

Educational Electronics is a new company based upon the success which the founders had as teachers producing hardware and software for use with computers. At the moment they have five interesting products. The Measurement Module costs £98 and comes complete with software as do all these products. An additional Adaptor/Isolator Board is needed to suit your computer. These vary from £22 for the BBC computer to £34.50 for the Sinclair computers. These boards are interchangeable. The module can measure current, voltage, temperature, magnetic fields and a wide variety of inputs from standard probes and accessories. It will display graphs, histograms, tables, etc and will do a variety of processing of data.

The Bedfordshire Interface Module costs £79.50 and enables control of motors, lights, etc; to take place. A 12V, 30mA power supply is needed which can be supplied at £7.50. A variety of accessories is available for the above units. The Timer/Control Module at £105 needs the Adaptor/Isolator Board mentioned above. The module can be used for almost any function which requires some kind of timing, eg as a gel timer, a scaler, a stop-watch. It will display graphs, draw lines of best fit, tabulate data and give digital read-outs. The Scope Module costs about £130 and basically turns your micro-computer into a multi-channel storage oscilloscope. At the moment it is available for use only with the BBC model B computer but is being adapted to 280 based machines.

The final product available from Educational Electronics, the VELA (Versatile Laboratory Aid), is just coming into production, will cost around £150, and will convert your computer into a frequency meter, a 4-channel digital voltmeter, a storage oscilloscope, a ramp generator, etc. etc. Software for all these functions is provided, and you will be able to use your own programs. If you want something the VELA does not provide, I could not think of anything.

Moving away from computers, Irwin-Desman have a Digital Electronic Balance BR2908 costing £61.25 with 1kg capacity. Model BR2909 costing £86 has a 2kg capacity.

Very good value for money. Unilab have some new-style 4mm connectors called Chip-a-Link. They are a kind of do-it-yourself assembly of wire clips which fix on the ends of connecting wire. They are more fragile than the conventional 4mm leads but at about £3.90 for a pack of 25 leads (10cm or 30cm long) cost about one-third of the price of these.

Artec (1 for E) Ltd is building up a very good range of apparatus. Their Single Range Meters cost £9. Ranges of 0-15V, 0-5V and 0-1A are available. Their Exeter Resonance Machine vibrates four spring blades of different lengths. Each blade resonates at a different frequency and the change of phase as you go from below to above resonance can be seen. The effect can be shown on an OHP.

Artec are selling illustrated dish towels for £1.49. Two are available, one picturing the wiring of a plug, and the other showing what fuses to use for particular appliances. If you don't use them to dry pots they will make good, washable wall posters. Useful ideas continue to appear.

Griffin and George can supply Refillable Sprays, CJD372E, which are made of transparent plastic and cost £1.50 each. CJD370Q which are made of aluminium costs £2.42. After the container is filled with liquid, a simple pumping mechanism provides the pressure. Unilab now have a Centisecond Timer Module 513052 costing £8 which plugs into their Digital Stop Clock 513051 costing £14.50. The module is battery powered and takes almost no current when not in use.

J R Moore has two excellent optical demonstrations. The excellent Diffraction Grating Model costs £15.50 and shows, at a "magnification" of 25,000, how waves are diffracted through the grating and combine to give maxima at certain angles. The Huygens' Wavelet Kit cost £18.50, and using the same method as the grating model, can show how reflection and refraction occur.

The transparent plastic wavelets which are the key to the demonstration can be purchased separately. Seven are needed for the diffraction grating model and they cost £5. Five different ones for the wavelet kit cost £4.30.

The Philip Harris System of Chromatography contains three sets which can be purchased separately and an illustrated book. The Paper Chromatography set, C25240/5, costs £89; the Radial Chromatography set, C25261/2, costs £29.25; and the Thin Layer and Column Chromatography set £65. The sets come complete with all the specialized apparatus and necessary chemicals (basic apparatus and materials are assumed to be available). The book gives the background and theory of chromatography and details for setting-up and doing a variety of experiments.

Contact George Cook for details of their single beam oscilloscope. Griffin and George, Artec and Unilab for lasers; Eagle Scientific for a simple expansion apparatus, a very simple and direct Boyle's Law demonstration and a cheap optical bench.

Finally, Junior Science was much in evidence. Osmiroid, among others, have a wide range of apparatus for this level, and there was a most informative exhibition of work done in Junior Schools.

R F

Suppliers

George Cook (Electronic Instruments), 21 Manor Road, Kingsborough, N. Yorks. HG5 0BN.
Eagle Scientific, Unit 5, Eldon Road, Beeston, Nottingham.
Educational Electronics, 7 Wood Street, Woburn Sands, Milton Keynes, MK17 8PH.
Griffin and George Ltd., 285 Ealing Road, Wembley, HA10 1HT.
Irwin-Desman Ltd., 294, Purley Way, Croydon, Surrey, CR9 4OL.
J. R. Moore, 35 Sydenham Lane, Chislehurst, Kent, SS8 7HG.
Osmiroid (E. S. Perry Ltd), Osmiroid Works, Gosport, Hants, PO13 0A1.
Unilab Ltd, Clarendon Road, Blackburn, Lancs. BB1 9TA.

MEDIA



Jackie Smith and Paula Brigham as Tracy and Belinda

Rows and tributes

David Lister previews 'Trouble Makers'

DOCUMENTARY/DRAMA
Trouble Makers
Central TV for the ITV Network.
Wednesday, 9pm-10pm and 10.30pm-11.30pm.

On Wednesday, two hours of prime television on all ITV stations will be devoted to the way the state education system handles disruptive pupils.

The two programmes are: an observational film of life in a Birmingham educational guidance centre; and a dramatized, scripted account of how one of the girls at the centre came to be suspended by her school.

The programmes, likely to be watched by an audience of millions, will once again open up the perennial arguments (which recently surrounded the BBC's *Kingswood* series) of whether the viewer is presented with an unfair and detrimental view of the state system.

In the case of *Trouble Makers*, the answer unhappily appears to be yes. This is particularly unfortunate as the programme which was shot in the Newlands educational guidance centre shows the unit, under its head Cethin Davies, to be a tribute to Birmingham's education service.

The film shows a happy, well-structured environment with enthusiastic teachers and pupils who discipline problems firmly and swiftly dealt with.

So much more of a pity that this

real reflection of Birmingham's efforts in dealing with disruptive pupils will not be what the viewer sees first. A scripted account of life in a fictional comprehensive is shown first, with teachers unable to keep discipline, a head who is a pompous oaf, a truant officer who tells a pupil that her teacher is a "loudmouthed numbskull", a blazing row between a social worker and a headteacher in front of a pupil and her parents. Tune into this channel and have your worst prejudices about comprehensives confirmed.

To add irony to insult and potential injury, improbable dialogue in the dramatized account (a truant telling her friend she is doing 200 lines as she is bound to be set some day) is outmatched by the real life of Newlands. One of the best, genuine quotes occurs when a teacher soothes a child by going through her record and saying: "Carrying matches in class. Oh, well, that's a small thing... Oh, setting fire to a girl's hair..."

Reaction to these programmes will not be slow, since radio phone-ins are arranged for the following morning in the Midlands. One hopes that those who phone in will have sorted fact from fiction.

A booklet entitled *Trouble at School* is obtainable from Box 96, Birmingham. For individual copies enclose an s.a.e; for orders of more than one copy - 30p a copy plus 20p for postage.

Fertile tales

Nick Thomas on 'Language 2'

ETV
Language 2
A unit of "The English Programme"
Thames Television
Mondays 10.04-10.29, Wednesdays 10.35-11.00
January 10 to February 9.

The first *Language* unit from Thames Television's *The English Programme* created a considerable stir: energetic, vivid and hard-hitting accounts of some very current aspects of the relationship between the language we use and the way we live. This second group of five 25-minute programmes explores new facets of the same themes, with the same skill and forcefulness.

The interplay between language and its speakers is complex and dialectical. We would like to express our beliefs and concerns; but at the same time we are moulded by it, constrained by the versions of reality which are coded into the vocabulary and structures of language - and which can, to some extent, be influenced by powerful interest groups. The unit looks at five examples of this: the complex process of classifying language users; conventionalized gender and the assumptions they enforce; the language of power and negotiation; narrative, in relation to science and 'objectivity'; and the varieties of written language.

The programme on narrative (broadcast on January 31 and February 2) is particularly impressive: those involved had the inspiration of using a number of accounts

from different perspectives of the Falklands War. Thus "A Mother's Tale" has the mother of a young soldier quoting from and commenting on her diary of the period; powerful emotion shining through highly limited and conventionalized expressive technique.

"A Soldier's Tale" consists simply of the son, returned, refusing to discuss his experiences out of respect for those who died; and this is juxtaposed with "A Journalist's Tale", explicitly raising questions of exploitation and of availability of information. "An Artist's Tale", told by the official campaign artist, shows the human reality in the process of transformation into official history and iconography.

There is no need to underline the immense range of uses for such a programme - from creating some of the other possible tales, to analysing the relationship between language, viewpoint and power which they embody. The other four programmes, each in its own way, are equally fertile and exciting: getting their edge from an exceptional awareness of language as a human interaction and thus being, as well as an abstract and codifiable structure, suffused with all the colourings of feeling and need.

The unit will gain greatly from the use of the accompanying booklet for the first series, "Language", which has been reprinted: the material is not tied to specific programmes, but gives an excellent overview of the themes of language and power.

The first of the initial eight *Play School* programmes, *Play School*, is on February 7 at 10.30 a.m. It includes film of finger-painting, a playgroup, raising the thorny topic of whether small children benefit

BRIEFINGS

radio & tv

For schools

Which Way Now? (Monday, 07.45, 16.45 Radio 1)

A series of three-minute bursts of information and advice for 14 year olds as they choose level and CSE subjects. "You and Yours" (12.02 Radio 1) investigates other forms of help the Manpower Services Commission will send a pack of individual information to each child who

Insight (Tuesday, 9.45, Friday, 1TV)

Hearing-impaired and slow-learning middle school pupils join Griffiths in finding out about different forms of dance.

Alive and Kicking (Tuesday, Friday, 10.15 1TV)

This week, five to eight year olds identify the ways they are physically, emotionally, socially and intellectually.

Read On! (Tuesday, 14.15, Wednesday, 11.40 BBC1)

"Today's World" introduces 12 year olds to the way news can be manipulated. The part of the programme featuring work of Bernard Ashley, who has stories largely on his own experiences in and out of the class.

British Social History (Tuesday, 14.20 VHF4)

Although the discovery of antibiotics made operations possible was not until Joseph Lister developed antiseptics that surgery made safe, 14 to 16 year olds of his work and the problem of acceptance.

My World (Wednesday, 8.45, 11.15 1TV)

The unit "People who take four to six year olds household where 'My Mum's' is.

Maths File (Wednesday, BBC1)

Inspector Newton and 11 year olds investigate the modern painting.

Inside Pages (Thursday, 9.30, 11.30 BBC2)

"Small Worlds" presents and dramatized extracts from about very small things. Features. Recommendations for 10 to 12 year olds: "Maggie and the rats of NIMH" and "Ned Kelly and the law of beer".

Quest (Thursday, 14.40 BBC1)

Two programmes establish background to the life of the Flomo and "On the nine to twelve year olds time to see how Jews worked."

Biology (Friday, 9.00 BBC1)

"From Conception to Birth" shows the events leading up to the birth of a baby. 13 to 16 year olds see unique film of the growth in the womb.

Maths Help 2 (Monday, 17.30 Channel 4)

This second series to help students and parents understand of particular difficulty at O level begins with two programmes on "Volumes".

The Practical Book Review (Monday, 17.30 Channel 4)

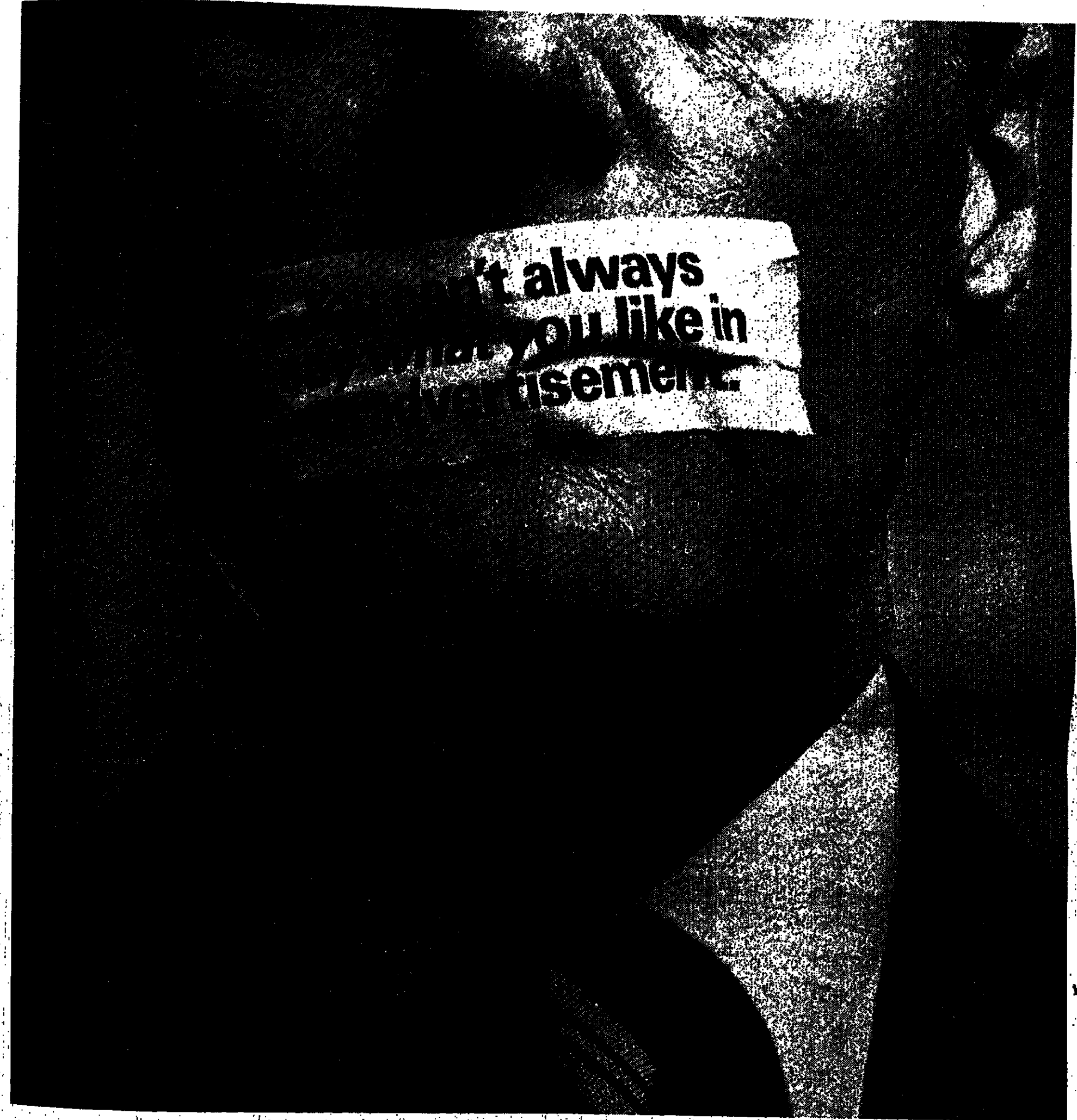
Pat Falon takes a down-to-earth view of the uses of "Home Reference Books".

Money Talks (Thursday, 23.00 1TV)

Explains to viewers some economic causes of the prolonged recession in British industry and provides possible solutions.

from "messy" activities. A reprint of the *Play School* Ideas activity book by Ruth Calver appears on February 14.

Gillian Thomas



Advertisers, you may be surprised to know, do not enjoy freedom of speech. They have to adhere to a strict set of rules which affects all advertisements appearing in print, in the press, direct mail, posters and cinema commercials. It's called the British Code of Advertising Practice and it's there to protect consumers from unacceptable advertising (TV & radio commercials are dealt with by the I.B.A.)

There is one rule in particular which stops advertisers claiming what they like about their products.

II 4.1: "All descriptions, claims and comparisons which relate to matters of objectively ascertainable fact should be capable of substantiation."

Before an advertisement goes to print, advertisers are required to have written substantiation of any claim ready for us to see should it be questioned at any time.

If, after investigation, we find the advertisement does contravene this or any other rule in the Code, we instruct the advertiser to amend or withdraw it from the publication.

Thanks to the commitment of the advertising industry, the number of offenders who slip through is very small compared with the millions of advertisements which appear every year.

Nonetheless, should you find a claim in an advertisement which you think shouldn't be allowed, let us know.

Because if an advertiser can't prove it, he can't say it.

The Advertising Standards Authority.
If an advertisement is wrong,
we're here to put it right.

ASA Ltd, Brook House, Torrington Place, London WC1E 7HN

Hand-written by robots

A primitive programming language like BASIC lacks sequencing structure, type structure and block structure. This makes it easy to implement with small store, and easy to present to the naïf beginner who has bought his first micro. But hardware prices are dropping fast, and already machines that can handle programs of 200 or more lines are being bought by enthusiasts; and they are learning the sad truth that, without structure, a large program is not just a big small program. A 200 line program is not just 10 times as difficult to understand as a 20 line program; each line can have an effect on every other line, so that it is at least a hundred times as difficult, and, if you have to clamber through a random tree of *gotos* and *ifs* may be as much as a thousand times as difficult.

In all fields of human comprehension, one manages to grasp the large and varied by discovering and using the right structure; two examples of how this conceptualizing brought order out of chaos in the past are the atomic table of the elements and the Linnaean classification by species, genus and phylum. Sequencing, type and block structure are what enable one to grasp, hence conceive, debug and maintain large programs, and one needs one's programming language to reveal the structures of one's programs on the page and guide their conception in the mind.

COMAL, a language developed in Denmark, is, with one exception, a proper extension of BASIC with sensible syntactic forms to express the usual concepts of sequencing structure, but with no facilities to express type structure or block structure. *Structured Programming with COMAL* by Roy Atherton (Wiley £18.50) shows well the language's capabilities and not only presents some well-written programs, but explains clearly, if, at times, a little heavily-handedly, how they got to be the way they are from the original brief and vague beginnings of the problems they solve. Most programmers inveigh against flowcharts for their incapacity to display the structure of programs of more than trivial complexity; these have hung around in the syllabuses and codes of practice merely because the pioneers used them. Atherton has an admirable chapter in which he exposes

their limitations, and presents three alternatives: Structure Diagrams; Iterative Graphs; Design Structure Diagrams. I share his enthusiastic preference for Structure Diagrams, though, at a deep level, the three are equivalent in their ability to portray the structure of programs. This chapter in itself would make the book worth reading. However, he demonstrates a serious confusion between the concept of a value-expression and a command: he names as conditional expressions what are conditional commands with compound choice-expressions. Conditional expressions, a distinctive and important concept, are missing, for example, in both COMAL and PASCAL, but, in LISP and many other languages, show their potential value. I suspect that the COMAL community have not made an adequate study of programming language concepts.

Let me recommend *Principles of Programming Languages* (Prentice Hall £12.95), to them and to anyone interested in exploring the manifold range of programming concepts that programming language designers have discovered and explored. Tennant does a fine job of presenting advanced ideas in a clear and simple way. Nevertheless, some of the material is intrinsically difficult and he takes his reader close to the frontiers of research. But it is all valuable to anyone who wants to think about programming languages and should be available from the library.

Another book for the library is *Portable Programming* (Macmillan £5.95). It describes the many unexpected difficulties that can occur when one has to transfer software working on one machine to be used on another. It then goes carefully into the design considerations that must apply to the construction of software that is intended to be transported from one machine to another. There must be many institutions where two independent departments have bought independent machines and are living in incompatible universes. This book would have explained how immensely daunting this apparently easy task is. P. J. Brown's *Pascal from BASIC* (Addison-Wesley £5.95) starts from the valuable perception that a BASIC programmer can already program, so

he doesn't want an introduction to programming that uses Pascal, but an introduction to Pascal programming that starts from his knowledge of BASIC, and concentrates on those aspects of Pascal that are slightly, and therefore particularly irritatingly, different from what he is used to. "Adjusting your manner of thinking from BASIC to Pascal is harder than for a novice to learn Pascal from scratch" and "There is no point at all in writing a program in Pascal if you are going to continue to think in BASIC" are two maxims whose wisdom cannot be undervalued.

He creates two humorous recognizable characters whose comments are all too typical: Professor Pringle, scratching his little beard, "... work hard to convert the savages from BASIC land to the true good manners of Pascal. It is a pity to have oversimplified many of the concepts", Bill Mudd, who was still at his terminal working on his clever piece of BASIC program. He had just replaced 1096 GOSUB 4305 by 1096 GOSUB 4605, but still the program did not work. "With BASIC it is a trivial matter to change your program and rerun it," he said. "I have done fifty or so changes and reruns with this little piece of program."

But, in spite of his two valuable teaching assistants, Brown fails to bring out explicitly how Pascal's conceptual universe differs from BASIC's, though he describes some parts of Pascal's very well indeed. At the beginning, he fails to justify the three big little changes that must be made to program texts. BASIC uses "=", which we read as "equals", and isn't the same as the equals of mathematics. For the same purpose, Pascal uses "==" to point the difference meaning. Everyone I know reads this as "becomes", which makes it good sense, but Brown doesn't tell you this. "Begin", "end" are statement brackets, just as "(", ")", are value-expression brackets, but he merely tells you where to put them in. Equally, he doesn't tell you why Pascal uses ":", as an explicit statement separator, whereas BASIC uses the implicit "newline" namely, because some Pascal statements can have a lot in them and may not fit clearly on a single line, whereas all BASIC commands are

short enough to do so. Furthermore, if a pair of Pascal statements are short, and are, really, parts of what is, conceptually, a single statement, then it may well make for readability to be able to put them on a single line.

As a matter of fact, I think Pascal is a bit puritan here. A newline is a natural break, and one of the commonest errors is to leave out the ":", because, at the end of a line, it does not seem natural to need it. I like BCPL's solution where a newline makes an implicit statement separator, provided that what has ended on the line would have made a grammatically valid statement on its own. You pay for this freedom by not being able to carry over a statement to the next line without making a somewhat unnatural break.

Brown also gives the impression that Pascal programs are longer than BASIC's. They do, with their requirement for declarations, say more, and, with their taste for longer connotative identifiers, may very well require more keystrokes, but I was interested to count the number of lexical items in his first exemplary function in the two languages. The score was Pascal 42, BASIC 43. And I didn't count BASIC's line numbers.

Type Structure enables you to keep track of the difference between chalk and cheese. The Pascal compiler will reject "MyChalk := Camembert!", whereas in BASIC you have to code the chalk colours and the cheeses as integers, and, thereafter, there is no way to check on whether or not what you have written is derived from a category clash. Pascal's type structure, though some criticisms can be made of it, is one of the best available to help you organize your programs, and Brown gives a very sound exposition.

Pascal's block structure is weaker, and so is his block language. It is so. It is by far the best that is available. Its greatest weakness is that it conceals rates on commands and labels under values value-expressions which should, in my view, be seen as just as important, and have provided for them suitable syntax to give them an equal conceptual structuring power. Still, in my lifetime, I don't expect to find any widely used programming language that I am not dissatisfied with.

John Law

Jaunty against the odds

We Can Speak for Ourselves: Self Advocacy by Mentally Handicapped People. By Paul Williams and Bonnie Shoults. Souvenir Press £7.95, paperback £5.95.

The Early Years. By Maurice Chazan and Alice Laing. Open University Press £11.95 paperback £4.95.

The Nature of Special Education. Edited by Tony Booth and June Staitham. Croom Helm and Open University Press £5.25.

In Britain, mentally handicapped people may not after all get the vote, but in America they can speak for themselves. Self-advocacy in the States is assertive, optimistic, even "politically powerful", allowing members of two groups, People First of Oregon and Project 2 of Nebraska, to organize their own affairs, run meetings, make decisions and lobby for reform. Most are illiterate, unable to budget or live independently, but their real handicap lies in society's restrictive attitudes towards them. *We Can Speak for Ourselves* quotes John Lennon and shows the brave determination of founder members to

overcome the limitations imposed by life in state institutions.

"I always knew what I wanted". "I had a right to be treated as equal". "It's learning to help yourself". "It's feeling good about yourself". They say time and again. A cerebral palsy victim recalls learning to talk in hospital: "The first thing I learned was how to curse." More practical self-help skills are described in detail: how to establish public forums, conventions, and how to take on the responsibilities of a home and job.

We Can Speak for Ourselves is jaunty against all the odds, perhaps because the campaign is based on an optimistic view of human rights: "the right to life... the right of choice... the right to try to be happy", and more realistically, "the right to go to bed when you want".

Chapters are repetitive, maybe because this message needs repeating to be convincing, and shadows menace the dream; in 1980 a University of Kansas advisory group was closed through lack of funds. The British section lacks some of the earlier bounce, the tone is cooler, more formal. Joseph Deacon's *Tongue-Tied* is a remarkable self-advocacy of a personal nature, but how does it chip away at the heart-

less officialdom of a 1974 Wandsworth survey? Basically we think the responses of the mentally handicapped should be taken seriously because... they were able to make appropriate unprompted responses to open ended questions?

Children too young to express their own special needs find spokesmen in Maurice Chazan and Alice Laing in the third of an Open University series on special education. The authors use a plain, blunt style to confront all the proper issues. Their five children, Joyce, Marie, Kathleen, Roy and Steven suffer from spine bifida, hearing loss, or degrees of mental handicap, but finding nursery places for them depends not on special assessment but on available space. Learning programmes are a very well, but time is short in understaffed schools.

However, finding time is part of the responsibility of admitting children with special needs and is no more than their educational rights. Emphasis is on parent counselling, the father's role, parents' involvement in pre-school learning programmes, home visiting schemes and educational psychologists' contribution to programme planning. The failures of bureaucracy may be compensated by parents' self-help

groups. At times, massively complicated problems of integration are taken at a brisk trot, and causation of behavioural problems is tidied aside with an "it is not possible to state with certainty" swish of the expert tail.

On the whole though, *The Early Years* holds the best of special education on a neat, decisive rein: assessment plus early intervention, parental involvement, genetic counselling, better trained teachers and more money are the necessities; and if we can't have the latter, tolerance and ingenuity must suffice.

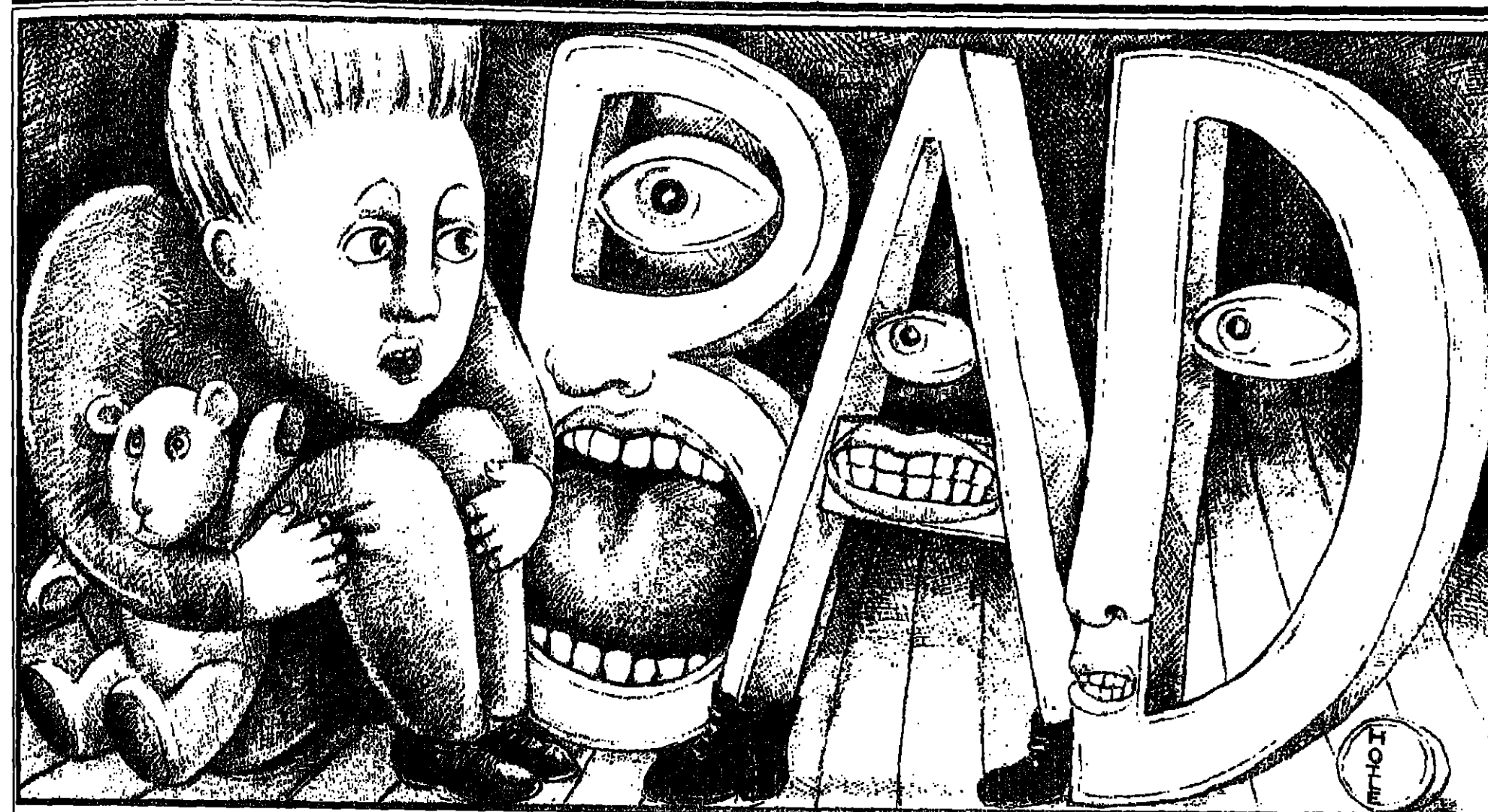
The Nature of Special Education, a much bigger and grander OU production, includes case studies of individual children, families, professionals and institutions. It deals with the particular rather than the philosophical, so its title may mislead. Tony Booth and June Staitham come clean in declaring their bias in favour of integration and deliberate opting out of presenting an "overall balance of views". They don't document bad practice either, except in "Scenes from Ward 7", where Owen's picture of a long-stay ward is far the most disturbing and unresolved chapter in the book.

For the rest, many studies are uncritical: the inspiring tale of

Helen Keller and her governess Mrs. Sullivan, sets the tone. Her rural background of many children is atypical; Peartree School even sounds like a Kate Greenaway idyll, where six moderately handicapped children are absorbed into the mainstream of village life. Some material isn't original, but borrowed or adapted from recent studies.

This said, there's something for every parent or teacher to find. The sad tale of "hyperactive" Matthew, unsociable, violent, "normal" according to educational psychologists warns us of the dangers of overselling inside teacher boxes. While the "pleasing teacher" syndrome described by Peter Tuckwell reminds us how easily we bluff our way through school, pretending to absorb information, avoiding failure by skirting around success. And educational psychologists in *The Nature of Special Education* who insist that the mentally handicapped should not have the same rights as the rest of the school thing too by turning the pages of *We Can Speak for Ourselves*.

Jenny Oldfield



Fear of words

Cynthia Kee looks at some of the emotional blocks to children's learning

Educational therapy is a method of treating learning disabilities that is derived from psychoanalysis. It makes use of psychoanalytic knowledge to understand the cause of school failures, of which reading is the most familiar, and draws on psychoanalytic methods to resolve them. Though it has much in common with other forms of remedial teaching, one crucial element distinguishes it and colours all interactions with non-learning children: that is, belief in the unconscious.

Difficulties with writing, spelling and behaviour are not seen as phenomena in their own right but as symptoms of something amiss beneath the surface. You do not present a nine-year-old with a reading age of six, for example, with an intensified diet of reading since he/she has managed to resist taking it in very efficiently already. You look at the resistance. You do not try to impose anything, you do not try to teach in the conventional sense of the word, you accept children as they are taking anything they may give as an indication of their underlying state of mind and work with that.

The underlying state of mind is where inhibitions about learning are likely to be found. They are as unknown to the child as they are to the teacher, which is what makes them unconscious. The approach is liable to be long and apparently irrational, which may be why many people in education suspect it. But with insight and training the process, although idiosyncratic, is perfectly logical and the changes, when they occur, profound because they take place at a level inaccessible to more direct methods.

On the other hand, educational therapy is different from psychotherapy because the goals are always educational. It is directed towards improvement in learning, especially reading. Many causes have been put forward to account for reading failure. But however a child's learning failure is diagnosed, some degree of unconscious emotional maladjustment is bound to be at work. The following are examples of the way displaced emotion puts a check on learning. They are from one-to-one sessions with primary school children, although educational therapy is appropriate for small groups and relevant at any age.

Children who do not read often find blending three letters into a word quite beyond them, even though they might know sounds individually or recognize whole words from time to time. Getting them to cut up words with scissors and put them together again is a well used technique in educational therapy. It can be done as a game or puzzle and children may want to stick the bits, once reassembled, together with cellophane. The theory is that this allows them to use aggression, des-

tro the feared word and reconstitute it in a concrete way. Failure to symbolize at a very early stage of development is behind this fear of words as real things with life of their own.

Martin was nine. Sometimes he could read a bit and sometimes he could not. He sat picking glue off his fingers and staring at a page in an *Ant and Bee* book. "I love glue," he said. I agreed and after a while asked if he was going to read. He shook his head. "The words might attack me," he said. "What are we going to do about them attacking you?" I asked. Instantly he said, "I want to destroy them." "What words do you want to destroy?" I asked. He dived into his folder and brought out *bite* written on a piece of card. I asked, "How do you want to destroy it?" "With glue," he said and seized a glue pen. He started jabbing away at the word.

When it was all smeared and thick with glue he put it aside and said, "I'll rub the glue off when it's dry and then it'll be stuck to the paper and it won't be able to attack me." I repeated what he had said, which is a way of showing you have taken in what has happened without prejudicing the outcome, and he said, "I won't be frightened".

"Any more words you want to attack?" I asked. "Yes," he said and found *fed* in his folder. He attacked it in the same way and as he did so he said, "Now it won't be able to feed the monsters." I repeated and asked if there were any more words he wanted to attack. He shook his head so I said, "What would you like to do now?" "Let's do some words," he said. I pointed to *ball* in the *Ant and Bee* book and said it was a word he could not read last time. "Ball," he read and wrote it down. I hid the *b* and asked what it said now. "All," he said. I asked what happened if you put *c* in front. "Call," he said. Never before had been able to make this kind of association satisfactorily. This time he went through the alphabet making words and writing them down. He read the list, then went back to *bite* and *fed*, rubbed the glue off and said, "Now they're stuck to the paper. They can't attack me." He read the page of *Ant and Bee*.

This did not mean Martin could read but it did mean that momentarily the fog of confusion cleared. It suggested that the confusion, in this instance, was in the area of unresolved oral aggression and linked to earliest experiences of learning at - as it were or not - the

mother's breast. The words were *bite* and *fed* and the glue pen had white stuff coming out of the tip. Reading, taking in information, is not unconnected with feeding.

Sometimes words are invested with terrifying reality and power for children, sometimes they cannot face the content of reading matter, and sometimes it is the letter themselves. It is often worth inviting children who do not know the alphabet or the sounds of letters to make a picture of the letter and, maybe, tell a story about it. A rule of this exercise, as of all educational therapy, is never to anticipate, always to wait, always to follow the children because what they have to tell you, when they tell it, is more revealing and releasing than anything you could imagine yourself.

Tim was a rather neglected boy. Although he knew the other vowels, he could never get the sound of *u*. One morning he pointed at the second letter of *umpire* and said, "Can I do this one?" It was the first time he had made a positive suggestion. He drew a big *u* with great sureness as if he knew where he was going. Then he made two smiling faces in the hoops. I asked who they were. "It's a man and woman," he said. "A man and a woman," I repeated. He said, "Yes a mummy and daddy."

He was smiling and showing signs of life and involvement - quite new. "They look happy," I said. "Yes," he said, "they lookin' at the mouse." "The mouse," I said. "Oh, I forgot," he said and drew a mouse.

I asked what the mouse was doing and he said, "He feedin'", and drew a circle with a dot in the middle for the mouse to feed from. The image was so direct, so touching, that it took me by surprise which was a mistake because working at this level you must never let your own feeling get in the way of the child's. As a result he shaded over the circle with its central dot and stopped drawing.

Thinking it over, it seemed quite likely that to Tim *u* was only half of *m* the other way up and that to this little boy with an incomplete home life *m* represented, to some extent, the wishful thought that both his mother and father might be together and look after him. It also illustrated another technique of educational therapy which is "the telling and reading of stories at the once removed". The child is in fact the subject but the whole thing is conducted in the third person with a degree of detachment that makes it all much safer.

Another possible source of reading blocks is a more or less illiterate parent. The prohibition this sometimes puts on learning can be particularly potent for sons of such fathers and is linked to buried wishes about being more powerful than the father, fear of destroying him and being destroyed in turn. These fantasies are often difficult to reach because shame can make it a family secret.

Monica was a very good little girl of nine, totally unable to read though her writing was beautiful. One day, she said, "Everybody calls me dummy." I said, "Everybody calls you dummy." She was silent. I said, "Are you?" She said, "Yes, because I can't spell." I asked, "Why do you think you can't spell?" She said, "I get worried." There were long silences, sometimes for several minutes, between these exchanges. Then she said, "And my mother's worried too." I asked, "Can she spell?" She said yes and that her older sister could too.

Then I asked the question which it was becoming more and more apparent was the sixty-four-thousand dollar one: "Is your father worried about you?" She shook her head: "He's like me. When he went to school he was just like me. I'm going to follow my father - and my grandfather. I'm going to be very tall." She stood up and said, "I've got very high thighs, look," and she came over and parted her grey skirt. I was fairly nonplussed.

In spite of this and many other extraordinary incidents that illuminated the sessions with Monica, she never made any headway with reading at all. Her problem was probably too deeply embedded in the family to allow much resolution to take place outside it. Hers is the kind of case in which family therapy might have been the only way in which she could have been freed to learn.

Inability to learn is often directly related to inadequate mothering. A child who has missed out on infant dialogue, those pre-verbal interchanges with a single, cartwheeling figure, is not likely to find more advanced forms of communication easy to cope with. I once had a seven-year-old girl, a frozen, isolated doll, who spent nearly a year making me help her up onto a shelf and catching her when she jumped off. This form of dialogue may have filled in some of the gap which stopped her functioning because life came back with a rush when she was eight. She became an active member of the class with lots of friends.

Educational therapy was developed by Irene Caspari at the Tavistock Clinic in the sixties and defined and named in 1974. There are evening and day courses for teachers and psychologists, also at the Tavistock, and a professional association exists for promoting it called the The Forum for the Advancement of Educational Therapy.

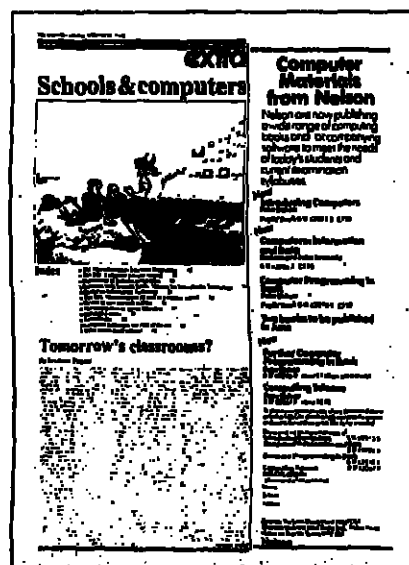
The Times Supplements' Reprint Service

An increasing number of articles, features and reports are available through the Times Supplements' Reprints service. Those currently available are listed below. Readers will be kept informed through in-paper advertisements when others are added to the series.

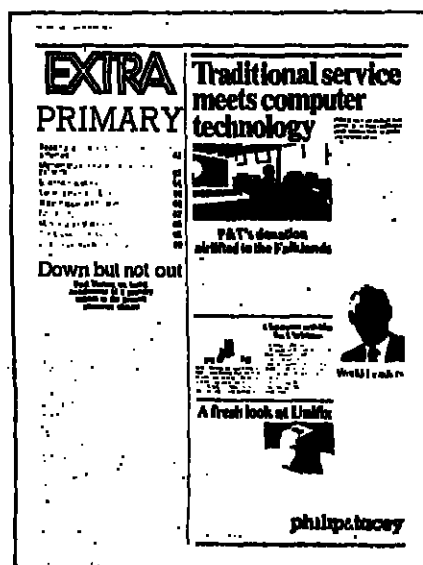
To obtain one or more of these reprints simply complete the coupon on this page and send it together with your cheque or postal order (No Cash Please) to Frances House, The Times Supplements, Priory House, St. John's Lane, London EC1M 4BX. Cheques and postal orders payable to Times Newspapers Limited.



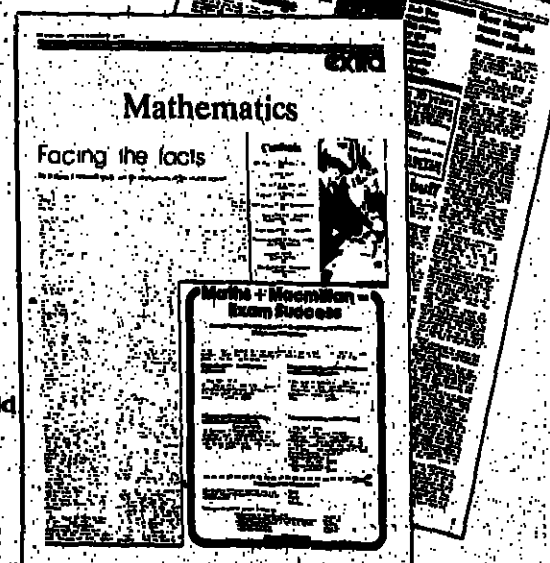
The Cockcroft Report A four page résumé of the Cockcroft Report on Mathematics.
First published January 1982.
Price 20p.



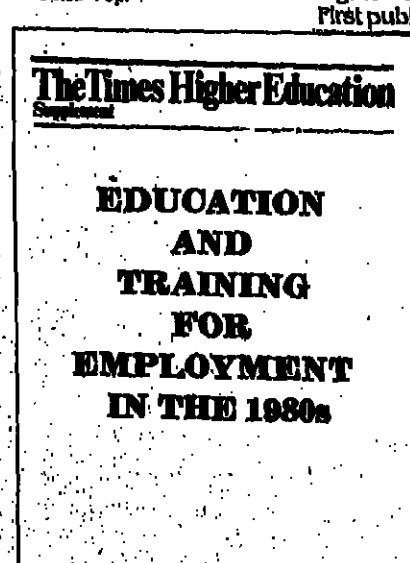
Schools and Computers A 12 page reprint of a special TES feature - includes an interview with Kenneth Baker and article by Seymour Papert.
First published March 1982.
Price 70p.



Primary the 3 R's A reprint of a 12 page feature on the primary school. Includes a survey of the most widely used reading schemes, the major mathematics projects and new developments in English reading.
First published October 1982.
Price 80p.



Mathematics Includes an article by Dr. W. Cockcroft, 90p, with a copy of the Cockcroft Report at 80p.
First published March 1982.



Education & Training for Employment in the 1980s A six page reprint of a special TES feature. Includes articles by Geoffrey Holland the Director of the Manpower Services Commission, Mick Parley of MAPHS and Clare Short of Youthaid.
First published July 1982.
Price 40p.

Please send me (Tick box and indicate quantity)

I enclose my cheque/P.O. for _____ payable to Times Newspapers Limited. (No Cash Please)

NAME _____

ADDRESS _____

☐ Cockcroft report (separate) @ 20p each

☐ Schools and computers @ 70p each

☐ Primary (The 3 R's) @ 80p each

☐ Mathematics with Cockcroft report @ 80p each

☐ Education and Training @ 40p each

EXTRA

ECONOMICS AND BUSINESS BOOKS

Reliable guides for the first stage

Steve Hodgkinson on some books and resources which have proved themselves in schools

It's almost impossible to escape from economics these days... unless you are at school that is. Daily newspaper coverage of economic events and issues is large and the new technology has brought to television news an instant and seemingly endless array of multi-coloured statistical graphs and tables. Information, at one time the prerogative of bankers, civil servants and university economists, is channelled to the nation's living rooms at the push of a button.

Yet, despite this unprecedented interest in affairs economic and the popularity of economics in higher education and at 18 plus, the majority of students in compulsory education have no formal introduction to the economic framework within which we all live. A 1976/77 survey carried out by the Economics Education 14-16 Project showed only 14 per cent of secondary schools in England and Wales to be offering "optional" courses in economics to their 14-16 year old students and that these courses were mainly catering for higher ability boys. (For a full report on the survey and the recommendations arising out of it, see Brian Holley and Valerie Skelton *Economics Education 14-16*, NFER 1980.)

There are, however, strong signs that schools and local education authorities are beginning to respond in curriculum terms to the initiatives taken by successive governments, Her Majesty's Inspectorate and industrialists in stressing the need for all students to have achieved some degree of economic literacy before they leave school. The Economics Association's sponsorship of a major national curriculum development project - the Economics Education 14-16 Project - and its successful funding at a time of severe economic recession is evidence of the importance being attached to economics education for all pupils.



It was not a difficult task for publishing houses to provide the resources for traditional economics courses at 14-16. However, the revision of a number of O level syllabuses, the emergence of new economics-related syllabuses (British Industrial Society, Business Studies, etc.) and the plethora of Mode II CSE syllabuses which have appeared in recent years have both stratified and extended the market. Conventional content based syllabuses at O level and CSE have provided little real challenge to textbook writers. Just as Benham, Cairncross and Hanson serviced the early years of A level economics, so have Colin Harbury (*Descriptive Economics*, sixth edition, Pitman 1982), Jack Harvey (*Elementary Economics*, fourth edition, Macmillan 1976), Jack Nobbs (*Social Economics*, third edition, McGraw Hill 1981), George Stanlake (*Introductory Economics*, third edition, Longman 1976) and others provided a similar service for O level economics.

The first generation of authors and their editors made few concessions to student users in terms of layout, visual stimulus (I have long wondered why so many authors consider a picture of the Stock Exchange building or the Bank of England a useful addition to a textbook) or the inclusion of problem-solving exercises. However, these textbooks have stood the test of time, surviving several editions, and have provided higher ability students with both analytical and descriptive approaches to economics.

More recently, a second generation of authors has emerged, providing a greater variety of approaches and material for both teachers and students. It is well worth contrasting the breadth of stimulus resource material and student exercises in David Christie and Alex Scott's *Economics in Action* (Heinemann 1977) with the textbooks mentioned earlier. Again, still with the more able pupil in mind, Sapsford and Ladd in *Essential Economics* (Hart Davis 1978) add an excellent and varied pictorial/diagrammatic dimension to the narrative textbook style. Similarly, but at CSE level, the contrast in layout and stimulus case study material between Alain Anderson's *An Introduction to Social Economics* (Heinemann 1980) and Donan Baron's *Economics: An Introductory Course* (third edition, Heinemann 1976) illustrates how textbooks are slowly being adapted to accommodate broader student target groups and a wider spectrum of resource material and student activities. However, in the general textbook field Fred Davies' *Starting Economics* (Hulton 1970 and revised 1979) will always retain a place in my affections for its simplicity - you could almost hear Fred, "Jackanory-like", telling the stories to his young students!

There are few examples of textbooks written for specific examination syllabuses. Sanday and Birch provide in *Understanding Industrial Society* (second edition, Hodder and Stoughton 1978) a text centred on the case-study/fieldwork approach and aimed at O level and CSE examination syllabuses. The Joint Matriculation Board's O level syllabus in Government, Economics and Commerce provided the inspiration for Wheaton's series of the same name. Although admirable in conception and including one or two excellent booklets, the series somehow doesn't seem to provide the consistent depth and balance of detail and analysis required.

The emergence of objective test items and data response questions in O level and CSE examinations has inevitably led to the publication of workbooks both to complement textbooks and to stand in their own right. Jack Harvey's *Basic Economics Workbook* (Macmillan 1981) is typical of the former type. Designed to accompany *Basic Economics* (Macmillan 1981) it contains a broad

range of short answer questions, multiple choice items, discussion points, past examination questions, etc. Robert Wilson's *Comprehensive Questions for O level Economics* (Economics Association 1982) is the most recent data response booklet to appear. It is, as the author admits, difficult for O level but, with the accompanying teacher's guide, provides rather more for teachers and students than a set of comprehension questions.

To some extent institutions such as the Life Offices' Association, the Bank Information Service, individual building societies and clearing banks are actively providing resources in the field of personal money management. Industrial companies have sponsored the *Foundations of Wealth* series of films and most recently the Department of Industry has launched its film *Head for Business* (available from Central

Film Library). The television companies have yet to devise a 16+ series to complement the excellent Donald-



son/Jelley series of past years. BBC Schools Radio ventures into O level economics for the first time in February

with a series on Supply and Demand (Radio 4 VHF Fridays, February 18-March 25 at 10.05) but the Audio Learning Series of 15 tape/slide sequences for students aged 14-plus remains the only systematic audio visual resource for economics widely available in the UK (from the Economics Association, Temple Lodge, South Street, Ditchling, Sussex BN6 8UQ).

It is clearly beyond the scope of this brief review to mention all but a few of the many textbooks and resources for economics 14-16. Annotated details of some 130 texts, topic books, workbooks and dictionaries (giving data on author, publisher, price, format and content coverage) are included in *An Annotated Bibliography of Pupil Books*, produced by the Economics Education 14-16 Project (available from the Economics Association). The emphasis on examination economics is a reflection of the current situation - *continued on following page*

New from Heinemann

Teeline Revised Edition

J.C. HILL and MERIEL BOWERS
The standard textbook on this increasingly popular, easily learned shorthand system has been completely rewritten and restructured for class use with all types and ages of students.

31-January 2nd edition 240pp paper £3.25 net

Elementary Office Practice

MARGARET RENNIE
The sixth edition of this popular textbook has been largely rewritten and reillustrated. It looks forward to the electronic office with the inclusion of developments in telecommunications, word processing and computing.

Recently published 6th edition paper £2.95

Word Processing Exercises

J. ALAN LYON
Specifically written for students proposing to take the new word processing examinations offered by the LCCI, the RSA, SCOTBEC, etc. Contains over 100 exercises offering information that will be relevant to those on business and secretarial studies courses.

February 144pp spiral bound £3.50

Cross Modular Assignments for BEC National

M. GLEW and M. WATTS
Provides 14 detailed assignments based upon activities, products or services with which students can readily identify. In accordance with the philosophy of BEC the assignments reflect both an interdisciplinary approach and the four central themes of money, people, communications and numeracy.

Recently published 64pp paper £2.95 net

The Manchester Economics Project

Project Head: C. G. GILES
Understanding Economics
An essential core book of basic economic theory for those candidates taking A Level Economics or studying for professional examinations. Eleven satellite books on specialised aspects of economics are also available.

January 344pp paper £7.95

Satellite books

1. **Arithmetical and Statistical Methods**
G. G. BAMFORD
2. **Financial Institutions**
R. M. WILLIAMS
3. **Industrial Relations**
R. M. GRANT
4. **The Motor Vehicle Industry**
A. HOLME
Revised by M. WOODHALL
5. **Agriculture**
D. EL TRINGHAM
6. **Retail Trade and Distribution**
A. H. CHARNLEY
Revised by K. P. POVEY
7. **Industry in the Public Sector**
F. R. PERROTT
8. **The Management of the Economy**
G. HERBERT
9. **Contemporary Problems of Foreign Exchange and Trade**
J. F. NICHOLSON
10. **Sample Studies of Financial Institutions**
R. M. WILLIAMS
11. **Monopolies and Restrictive Practices**
G. STANLAKE
Revised by B. HARRISON
All January paper £2.25

For inspection copies please write to Freepost EM17
Heinemann Educational Books,
22 Bedford Square, London WC1B 3BR

EXTRA

Progress of price

David Whitehead on economics at tertiary level

Modern Economic Analysis 2. By D. H. Gordon. Butterworths £12 and £6.95.

An Introduction to Modern Economics. By P. Hardwick, B. Khan and J. Langmead. Longman £6.95.

Understanding the Economy. By A. Dunnett. Longman £3.95.

The Business Environment. By P. M. Callaghan, J. R. M. Ellison, T. Harrison and J. S. Watkin. Arnold £8.95.

Introduction to Economics Theory and Data. By D. Jackson. Macmillan £25 and £8.95.

The number of introductory economics texts for college students is proliferating, as educational publishers attempt to capture a sizeable portion of this lucrative market. It is now quite impracticable for lecturers to consider the whole array of available texts when deciding what course book to recommend. As Professor Colin Harbury wrote some years ago, what is really needed is a comparative review, invoking several criteria, so that a selection of "best buys" may be suggested.

The five books reviewed here are quite heterogeneous, and not directly comparable with one another. Gordon aims to acquaint teachers and lecturers with new developments in particular aspects of economic analysis, while Hardwick is a full-scale tertiary textbook. Dunnett is a straightforward introduction to macroeconomics, whereas Callaghan comprises not only a first course in economics but a large element of law as well. Jackson is unique (and I don't just mean the price!).

Modern Economic Analysis 2, as the title implies, is a sequel to a very popular series of articles on recent theoretical developments in mainstream fields of enquiry. It seeks to provide short, non-technical summaries of important branches of economics, especially where the alternative literature is either not easily accessible or highly specialized. Another major objective of this second volume is to provide an analysis of the present government's economic policies. On this subject, Gordon is characteristically acute: "The government is avowedly monetarist. It is not clear precisely what this term means, or rather it is clear to everyone but the answer differs from one person to the next." He has written six of the eleven chapters, which range from monetary control, interest rates and macroeconomic policy, through industrial re-

lations, the theory of the firm and market failure, to the economics of health, housing and education.

In such an earnest text, we might be spared the aside (p13) that a building provides concrete security. The chapter on monetary policy follows Gordon's remarkable earlier *Controlling the Money Supply* in condensed form. His treatment of interest rates is quite advanced, though not unnecessarily so. He thought-provokingly argues that "in the 1970s, real rates were negative by the usual measures and this suggests either that most inflation was unanticipated or that lenders were unable to obtain compensation for expected inflation". (p45). The third chapter has a good section on supply side economics, with enough exegesis of Laffer curves as is consistent with good taste. Gordon's article on inflation provides a helpful bridge between the demand/pull/cost push analysis of the elementary textbook and more advanced writing on the subject. His original analysis of why savers hold monetary rather than real assets makes stimulating reading. "Investment in real assets is not really a practicable proposition for most savers. One reason why inflation is so unfair is that only the wealthy can insure against it." (p136).

Collectors of recondite theories will enjoy Akerlof's lemon theory, that there cannot be a market in good second-hand cars. Gordon's powerful analysis of market failure shows how governments can make bigger and worse mistakes than private enterprise. But despite his lightness of touch, a lot of the text is quite heavy-going for the general economics reader, for whom the last chapters on the economics of health, housing and education will be more provocative.

An *Introduction to Modern Economics* was first issued in spring, 1982 but has already been reprinted — a market indication of suitability. While some A level economics teachers have adopted it, it is definitely a tertiary text, clearly written but quite advanced in treatment. Professor Pearce writes in his Foreword that the book may be differentiated from conventional introductions by its early exposition of welfare economics (Pareto is first mentioned on page six), and by the authors' attempt to face head-on the efficiency-equity distinction. I found the methodological statement on deduction and empirical testing particularly clear.

Chapters end with review sections, and a few exercises, though these are not especially challenging,

and appear to have been added almost as an afterthought. The text was completed in May 1980, so statistics are not as up-to-date as the other books reviewed here.

In their chapter on demand, the authors work hard (too hard?) to explain Giffen and Veblen goods, but surely it is rather far-fetched to argue (p42) that if a diamond bracelet is put up for sale at a low price, it may lack snob appeal and demand for it may be low. Chapter eight provides a concise introduction to welfare economics, and for those like me who cut their teeth on Scitovsky, it is fun to learn about "bliss points".



In a section on the economics of J. K. Galbraith, it is maintained that his critics label him a disciple — a misnomer for guru? A slightly misleading point is made on page 201, that marginal and average rates of tax are both constant for private or national taxes. But this is rarely the case in real life, when personal allowances mean that taxes are not imposed from the first pound earned. The chapter on money contains an obsolete description of how the Bank of England controls the banks (the method changes more frequently than the editions of textbooks), and in the light of Goodhart's law the corset has been abolished. The treatment of trade cycles is much more thorough than is often found, though while sun spots are mentioned, Kondratieff is not. This very solid course book is complemented by a 15-page double-column analytical index.

Understanding the Economy is a non-mathematical but analytically rigorous macroeconomics text, soberly written, and very contemporary in tone. For example, Dunnett has a section comparing the prices of new British cars in the UK and in Belgium — an intriguing scandal first highlighted by Stephen Milligan of *The Economist*.

An unusual feature is an appendix which summarizes the tools of supply and demand analysis, for example elasticity of demand, which are necessary for understanding macro analysis of for instance exchange rates. I found Dunnett's association of Monetarists/Keynesians with the Right/Left of the political spectrum rather oversimplified in its assumption of unidimensionality. Beginning students might welcome some statement as to the consensus view amongst practising economists on this debate. (As Kaldor pointed out, there was no rebuttal of the state-

ment by 364 economists denouncing present policies, on the lines of the famous two letters to *The Times* from economists about the alleged advantages of EEC membership.)

On the epistemological foundations of empiricism, Dunnett tells a nice story about the empiricist chicken, who generalized that the farmer was being good to him by feeding him so regularly, and concludes: "Economics, however, would be a very boring subject if everything were known for certain". He is no longer right about university professors going on working beyond normal retirement age; indeed, some of us under-40s have been offered voluntary early retirement!

Dunnett is very telling on unemployment policies. He notes that in capitalist economies, with fairly generous welfare payments, the individual is free to choose whether or not he or she will enter the labour market. "It is a curious paradox that those political parties who place so much emphasis on personal choice and the freedom of the individual should complain so loudly when certain members of our society should choose to exercise that choice and opt out of the labour market."

Chapter nine cogently summarizes the debate on economic growth, with a welcome reminder of Hirsch's "positional goods" and all that. Unusually, this introductory text provides a chapter on economic forecasting, the logic of which is carefully explained, and the accuracy of the NIESR model between 1971 and 1979 assessed.

The Business Environment may look expensive, but it does offer 538 pages. It is specifically written for students of the Business Environment or National Certificate and Diploma courses, and aims to consider all the relevant legal, economic and political factors which influence business activity. A detailed glossary of terms supplements the text, and case studies at the end of each chapter provide a practical counterpart to the theoretical aspects of business. Relevant business documents are included *passim*.

The reader is first confronted by a forbidding four pages of statutes and seven pages of leading legal cases that are treated in the text. A three-page potted history of commercial companies is placed oddly in the Preface. Chapter one on the market deals *inter alia* with perfect markets, and amazingly uses petrol as an example: "the price of petrol in Edinburgh will be the same as that in Glasgow". Not also, the authors part from conventional terminology (e.g. change in quantity demanded) without justification. The explanation of a price change is rather confused: the point that the income effect may be positive or negative is ignored. The treatment of price theory is quite advanced and orthodox. The narrative proceeds straight from this to the law of contract in the same chapter — it reads almost as if the proofs of two different books have been accidentally collated. Still, it is

amusing, if not particularly reassuring, to see that Carill v. Carbolic Smoke Ball Co Ltd 1893 is still a leading case. Some attempt is made to relate the economic and legal aspects of business, though it often seems contrived, especially the attempt to tie in contractual law with the perfectly competitive industry. Legal cases make much more sense in the chapter on monopolies and restrictive practices. The case studies are one of the best features of this text, covering such topics as Laker and the airline business, retailing, the newspaper industry and unions, the National Health Service, and the oil industry. For the last, the concept of elasticity is deployed, on page 95, though the idea is only explained on page 224. Advocates of the abolition of the apostrophe will be pleased that their case has been anticipated in this book. The artwork is imperfect: for example, the Keynesian cross diagram on page 507 has a 45° line that is more like 48°. No doubt this text will find favour with examination-oriented BEC students, though it might be of more use to legal students in companies than to students of business economics.

In contrast, the blurb on *Introduction to Economics Theory and Data* states that it offers "an oasis of economic reality in the desert of diagrammatic geometry, algebra and hypothetical examples which currently confront students and lecturers". Most economists will be aware that Professor Jackson prepared the ground for his gargantuan tome in a provocative article in *Lloyd's Bank Review*, which elicited considerable correspondence. Like Harbury in his more elementary textbooks, he uses many series of economic statistics in his exposition, since he is convinced that students need to get "hands-on" experience with them.



His first subject is "Value-Added" — its production by inputs of labour and capital, and its distribution as income. He proceeds to analyse how each sector of the economy gets its income, spends, saves, and acquires financial assets or liabilities. Firms are examined with special reference to the role of retentions in financing fixed capital formation, to mark-up pricing as constrained by consumer behaviour, and to efficiency via capital/labour substitution, economies of scale, technological progress and the learning curve.

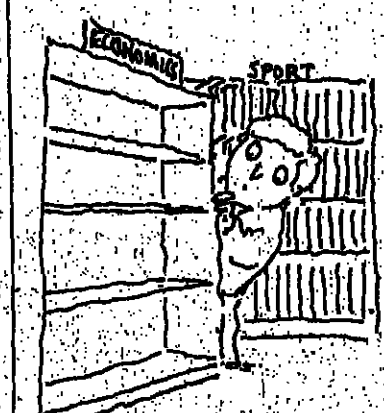
The macroeconomy is viewed as a set of final expenditures related by

Continued on page 44

Continued from previous page

tion of publishers and others' current portfolios and to some extent the current state of demand. But what of future demand? To what extent such portfolios will adequately meet the needs of the restructured economies component of examinations at 16+ remains to be seen. That they are too narrow in student target groups and variety of resource materials to meet the emerging challenge posed by economic provision for all students is undoubtedly true. There is a clear and growing need for publications which help to engage students in the learning process — for case studies, simulations, problem-solving exercises, and visually-based resources.

The exemplar curriculum materials currently being developed by the Economics Education 14-16



Project have a crucial role to play in this respect, for not only do they involve students in active learning situations, but they are also intended for use by students of all abilities. If they can be successfully disseminated as part of a teacher education based programme, then they could provide that pump-priming mechanism that will help economic education and the next generation of authors, teachers and students to take another step forward.

Steve Hodgkinson is Deputy Director of the Economics Education 14-16 Project, to which he has been seconded by Manchester L.E.A. from his post at Parris Wood High School, Manchester.

EXTRA

Called to account

F W Kellaway on maths in business

Accounting through Numeracy. By L. Millmore and S. Flowers. Nelson £4.25. 0 17 741131 7.
Accounting 2. By J. Claret. McGraw Hill £4.65. 0 7 084621 9.
Quantitative Methods in Business. By G. Taylor and C. Hawkins. Nelson £7.25. 0 17 741130 9.

It is always a matter of interest to mathematicians to note the uses to which their subject is applied in cognate fields. Business studies is an obvious area and Business Education Council courses reflect the importance of numeracy.

A BEC National Level Module 2 is, in fact, entitled *Numeracy and Accounting*, and it is to match its objectives that two members of the staff at Brighton Technical College have prepared *Accounting through Numeracy*. They recognize that young people starting a study of accounts often have difficulties because of weakness in basic numeracy, or an inability to interpret and explain numerical conclusions.

A third reason is suggested also, namely misconceptions about the double-entry principle, but it is likely that this plays a less important part than the other two factors. However, the authors have taken care to avoid misunderstandings, to reinforce the learning of elementary mathematical principles by frequent applications to practical situations, and to provide adequate exercises and assignments which test the understanding and powers of communication of the students.

It is very well done, with sections on the arithmetical processes devoted between others on the presentation and interpretation of financial data, stock valuation, limited liability, profit and inflation. All in all, this is a thoroughly useful introduction to the subject, though it is reasonable

to wonder why it is necessary to include such elementary topics as the four rules of arithmetic, the conversion of decimal and vulgar fractions, the definition of an index or the meaning of a percentage.

The explanation is, alas, only too simple. Although further education students on courses of this nature have attended school for some 11 or 12 years, and should have some measure of attainment at OCE or CSE level, they still lack confidence or skill (or both) when dealing with fundamental mathematical concepts and symbolism. Lecturers, and au-

BBC Core Module 5 in the Financial Studies sector. For them, Mr Claret's *Accounting 2* is an admirable mentor. In the author's words "this is not intended to be a conventional textbook; it does not seek to replace the lecturer, but to help him encourage the student to think and act. It does this by treating the techniques of accounting as secondary to the problems they are designed to solve".

Few textbooks can, in fact, replace a lecturer, but combination of this particular work with the skills of a teacher should prove most effective. The case studies and practical situations which pervade each section are sensible and appropriate; the assignments and exercises press home the "how" and the "why" of the subject; and the much-better-than-usual index deserves a special mention.

Quantitative Methods in Business carries, quite properly, a rather more sophisticated approach. Intended for students at the BEC Higher National level (or for those taking various professional examinations), it introduces the need for information in business, and the way data can be collected and presented.

A major section considers the basics of statistics and probability theory. Against this background is then set the process of decision-making with features such as time series analysis, correlation and regression analysis, linear programming, and budgeting all lucidly related. Here we are into the world of real mathematics (or, some might say, the real world of mathematics), with the need for accuracy explicit and vivid. It really does behave like the teacher of mathematics in school to lay foundations upon which ramifications of the subject, whether in business or technology, can be safely created.



thors, know this and plan their work accordingly.

This realistic approach should therefore ensure a welcome for a book which carries the stamp of good, experienced, teaching practice. Not too much detail is attempted; students are not swamped by too many, or too complex, numbers; and there is adequate recapitulation of vital processes.

With a text at this level fully assimilated, students will be ready to proceed to more detailed accounting, as in, for example, the

Kinked demand curve

Competition, Monopoly and Public Policy. By Neil White. Longman £12 and £6.95.
Unemployment and Public Policy in the UK. By Keith Glaister. Longman £12 and £6.95.
Public Finance. By George Stanlake. Longman Economic Studies. 80p each.

Social studies teachers will need no introduction to the Longman Resources Unit, which has been a valuable disseminator of teaching materials for several years. Now it has embarked on a series of units for A level economics students, focusing on key examination topics.

Each booklet summarizes the economic analysis appropriate to the subject, and then provides illustrative case studies and statistical information. *Competition, Monopoly and Public Policy* begins with a brief overview of types of competition: the usual treatment of the theoretical models. The presentation is marked by an exceptional number of printing errors, and more importantly, figures 4.6.7 and 8, which show the relationship between linear average and marginal revenue curves, are incorrectly drawn. I wonder how economists will react to this sentence, on page 6: "A producer operating under oligopolistic competition is therefore likely to believe, quite rightly, that he or she faces a kinked demand curve". Other sections examine the effect of concentration on competition, the role of the government, competition policy in the EEC, and consumer protection legislation. Appended are short answer and data response questions, which are useful, and past A level essay questions, which are not. The further reading omits the date of publication of the books suggested; yet another indication of sloppy proof-reading.

Glaister's booklet, though it reads rather like an extract from a text-

book, does contain helpful statistical analysis of how unemployment figures are calculated (unfortunately the method changed in December, 1982). It also introduces the theories designed to explain and justify alternative macroeconomic policies; a succinct summary for A level students.

Population, by Richard Powell, is probably the most valuable unit. The typical textbook is rather thin on this topic; here the treatment is much more dynamic. For example, questions and activities are presented to the reader straight after the first paragraph of chapter one. It is very cogently written, and contains much relevant material not available in conventional texts.

George Stanlake is a seasoned economics writer, and his expertise is reflected in *Public Finance*. Like Glaister, it reads rather like a chapter from a textbook, and indeed, there is considerable overlap with the former booklet. The narrative is very institutional, thus containing built-in obsolescence, and the background reading is carelessly listed. Particularly lucid are the explanation of alternative fiscal schemes, such as the social dividend, and a negative income tax. However, many economists might challenge his assertion that "many economists now believe that Keynesian demand management policies do not work in the present economic climate". He provides a synopsis of the monetarist view of fiscal policy, but no critique is attempted. This series is a welcome innovation, though subsequent units would benefit from greater concentration on applications and case studies, rather than recapitulation of basic theories. The presentation is in A4 stapled booklets of 24 or 33 pages, and class sets would be, if not an investment, a worthwhile consumption expenditure.

David Whitehead

The established course with a future

Peak Mathematics



Peter Patilla, David Godber and Alan Brighouse

Peak Mathematics was launched in 1981 with the ultimate aim of making both the teaching and learning of maths easier and more effective. The authors' ideas revolved around the production of a continuous, comprehensive and attractive course, carefully structured to meet the needs of 5-12 year olds.

How is Peak Mathematics Growing?

Peak Mathematics is already extremely popular and highly respected. The core is now well-established and offers a complete course for 5-12 year olds.

As far as the future is concerned, Nelson is aware of the need to keep Peak Mathematics completely up-to-date. For example the 20p coin has been included in exercises dealing with money.

Two new sets of full-colour Measurement Workcards are now available covering length, weight and capacity. Following the success of the Infant Handbooks, Junior Handbooks are in preparation, and will be presented in the same popular manner.

Software

The authors have used their considerable mathematical and classroom skills to devise a series of software programs that will meet the educational needs of children of all ability ranges. They are practical and helpful for the busy and the inexperienced teacher.

All the programs have been professionally programmed to the authors' detailed specifications. Full use is made of computer colour and graphics.

The different programs will be appropriate to the abilities of children between the ages of 6 and 11 and the material will be lively, clear and encouraging. The Peak Mathematics software packages are designed for use on several popular microcomputers including the BBC machine.

In order that teachers can become more fully aware of the development of Peak Mathematics, regular in-service meetings take place throughout the country. For information concerning meetings please write to Noel Jones at the given address.

To examine the Peak Mathematics material more closely simply complete the coupon and post to the same address.

Please send me a Peak Mathematics brochure ☐
Please send me an approval ☐
Infant Handbook 1 0-17-421351-1 ☐
Infant Handbook 2 0-17-421352-2 ☐
Please send me a selection of workcards ☐
Please send me a selection of ☐
Measurement Cards ☐
Please send me information on the software ☐
programs ☐

When you request Pupils' Books, copies of the appropriate Teacher's Guide will also be supplied on approval.

Name
School
Address

Return to: The Promotions Dept, FREEPOST, Thomas Nelson & Sons Ltd, Nelson House, Walton-on-Thames, Surrey KT12 4BR

A Textbook of Questions and Answers in A Level Economics

Roger Maile and Jack Jenkins

A new text book

- providing a comprehensive coverage of all A level and SCE syllabuses
- teaching the principles of the subject and its applications through the medium of data response and multiple choice questions
- questions designed to draw out a critical awareness of the economic principles
- using explained answers as an integral part of the text which will enable the student to see why his/her answer is right or wrong immediately
- giving plenty of opportunity for graded practice and including a test section and a chapter on exam technique
- with summaries of content and checklists of key terms and references in every chapter
- and a huge variety of documents and examples gathered from everyday sources

Publication February £4.95 Imp 224pp, 254 x 180mm

Inspection copies are available to teachers and lecturers in the UK. Please return this form to Bell & Hyman, FREEPOST, London SE1 0BN.

Q & A in A Level Economics 1394

Bell & Hyman

EXTRA

Practise what is preached

Howard Sergeant looks at some practical help in accounting

Whether one thinks in terms of publishing a specialized magazine, running a small tennis club or a play-group, opening a corner shop or a retirement pension, managing a medium-sized company, or controlling the operations of a multi-national corporation, the financial aspects are always among the most important factors. Social idealists may express dissatisfaction with this state of affairs, but there is clear evidence to show that 90 per cent of the failures in any of these various activities, and indeed of many other areas of human activity, are due to the lack of financial knowledge and control. To meet the obvious need more and more books on accounting are being made available, both to students, practitioners and the general public; but just how many of them are really adequate for the purpose?

I have emphasized the fact before in these columns - but it bears repeating - that accounting is a subject that cannot be mastered simply by memorising and even understanding the basic principles; it requires intensive practice in the application of those principles to a whole range of social and business operations. Few textbooks have enough space to provide working examples and practice material; so that teachers and lecturers are obliged to refer to a large number of books or past examination papers in search of relevant material. Some publishers overcome the problem by providing companion books of questions and answers in addition to the actual textbook; but there are still

some publishers who do not seem able to understand that in any accounting textbook it is necessary to provide the solutions to the test questions set for the students. Accounting for 'O' Level by D E Turner and P H Turner (Edward Arnold £4.95) is intended for O level students, and it does meet the requirements of the new AEB syllabus, as well as those for RSA stage 2, though it rather oddly treats the relatively more advanced subject



of financial ratios on page 31 and leaves the very elementary process of reconciling bank statements until half-way through the book. There are two kinds of phase tests - Part A which consists of questions planned to supply a comprehensive revision package; and Part B which consists of questions selected from past

examination papers, for which no answers are available. Financial Practice and Control by Graham Jones (Macdonald and Evans £3.95) is designed for BEC students and those seeking membership of the Association of Accounting Technicians. The author presupposes a knowledge of basic accounting principles and boasts that reference to computerized methods is made throughout the book, which may explain why budgetary control is discussed in the first chapter, flow-charting in the third chapter, but there are very few illustrations of actual accounting procedures. Nor are solutions provided for "Self-assessment" questions (just how are students expected to assess their own progress?).

A Practical Foundation in Accounting by Harry Johnson and Austin Whitman (Allen & Unwin £15 and £5.95) concentrates upon practice rather than theory, and admirably covers the ground for professional foundation courses, adopting the balance sheet approach. The subject is attractively presented, with an abundance of illustrations. There is a separate Students' Solution Guide (at £3.95) of fully worked answers, and a free Teachers' Solution Manual.

Closely following the learning objectives of the BEC National Level module, Accounting 2, Accounting Concepts and Methods: Accounting 2 by D Pitt Francis (Holt, Rinehart and Winston) examines accounting as an instrument of measurement and management control. Part II deals with "Financial Accounting Skills", Part III with "Cost and Management Accounting" and Part IV with "Evaluating Overall Performance", concluding with some useful case studies. To introduce the accounting problems of profitability and liquidity it makes use of the market-share matrix concept, and applies break-even analysis to current cost accounting. There are limited answers to assignments and the student is referred back to the relevant sections of the text for the forms required. Although Financial Accounting Techniques: A Practical Approach by Alan Pizzey and Alan Jennings

(Holt, Rinehart and Winston) is intended for students taking examinations of professional bodies at the foundation stage, it goes much further than that by including more advanced material such as amalgamations and reorganizations, introduction to consolidated accounts, and current cost accounting to cope with the effects of inflation. Adopting a smooth style and demonstrating every inch of the way on a teach-by-example method, the authors really do make things as easy as possible for the student without dodging issues or problems, and there is an opening chapter on "Examination Technique" which should help to boost the students' confidence. There are self-test questions and fully worked solutions. This textbook is to be warmly recommended; I doubt that students will find one more suited to their requirements.



For the third edition of Principles of Cost Accounting by C J Walker (Macdonald & Evans £7.95), the text has been completely revised and the presentation re-planned. Two additional chapters have been included, on programme evaluation and review technique and linear programming, both now necessary for examination purposes. More doubtfully, all the questions and answers which had previously been contained in the appendix have now been removed and published in a companion volume, Principles of Cost Accounting: Questions and Answers, costing a further £3.50. Mind you, the latter contains over 350 questions, most of them from appropriate examination papers, with fully worked answers.

It is a little surprising to find just how much has been packed into Success in Accounting and Costing by Geoffrey Whitehead and Arthur Upson (Murray £4.95) without cramping the fluid style of the authors or leaving obvious gaps in the text. It should prove eminently suitable for those studying for BEC National Awards, second year studies: Accounting II and Quantitative Methods, and might reasonably be regarded as an introduction to management accounting proper. Beginning with the basic concepts of accounting, the authors demonstrate how these concepts are applied in the cases of small traders, partnerships, manufacturing concerns and limited companies (using the formats required by Schedule 1 of the 1981 Companies Act), and explain the relationship between financial and cost accounts. From that point we are led through the intricacies of recording prime costs and overheads, marginal and standard costing, through budgetary control to the analysis of accounting information. The final two units, "Sources and Application of Funds" and "Inflation or Current Cost Accounting", will be of particular value to students. The companion volume, Success in Accounting and Costing: Problems and Projects (£4.50) contains the answers, in substantial detail, to all the questions in the core book, with some additional material.

Cost and Management Accounting, Volume 1: Cost Accounting, and Cost and Management Accounting, Volume 11: Management Accounting, both by W M Harper (Macdonald & Evans £4.50 each) are the result of the integration of two separate handbooks which have now been re-written, more logically, as a single work, and the text revised, thus eliminating duplication and overlapping of material. Volume I covers the usual ground of costing to variance analysis and standard costs; Volume II deals with performance analysis, financial planning, decision making and control, with two new chapters on quantitative techniques and behavioural aspects.

Cost and Management Accounting, Volume 1: Cost Accounting, and Cost and Management Accounting, Volume 11: Management Accounting, both by W M Harper (Macdonald & Evans £4.50 each) are the result of the integration of two separate handbooks which have now been re-written, more logically, as a single work, and the text revised, thus eliminating duplication and overlapping of material. Volume I covers the usual ground of costing to variance analysis and standard costs; Volume II deals with performance analysis, financial planning, decision making and control, with two new chapters on quantitative techniques and behavioural aspects.

Call yourself a manager!

Simulation in Management and Business Education. Edited by L. Gray and I. Wall. Kogan Page £14.95. 0 85038 583 0.

This collection of role-playing exercises, games and simulations derives from the twelfth annual conference of the Society for Academic Gaming and Simulation in Education and Training, held in September 1981. The contributions focus specifically on management and business education - one of the few areas where simulation and gaming have established academic respectability. A series of ideas and initiatives are presented, individually small scale but cumulatively significant.

Jargon-baters may not get beyond the pretentious editorial, in which it is stated: "It is a commonplace that, wherever the relationship between

theory and practice is debated, the Hegelian solution of praxis is proposed." This would be a pity, since deeper penetration of the collection would reveal ten papers presented in complete or summary form describing specific simulations or games, ranging from managing national economies to running schools and land administration. The remaining articles are principally concerned with reflections upon games and simulations, with reference to their design, uses, evaluation or their underlying philosophies.

One of the most promising exercises is "Call Yourself a Manager!" by Allan Schofield. This simulation uses a video consisting of a large number of very short scenes, each depicting a different type of management problem. Trainers are in-

tended to select appropriate episodes to meet their particular needs. In most of the situations, what is being said is directed at the viewer who, imagining himself as the person being addressed, has to respond on the spot to the issues presented.

Wait's piece on the use of simulation in education management is very amusing, if overdrawn, and Taylor-Byrne's school management case study should be a stimulating ingredient of in-service courses. Neetscher suggests using a sandbox to simulate location theory in economics, and Wright reveals that playing monopoly is an effective way of learning English as a foreign language. The reflective articles are more in-bred, and will appeal mainly to gaming aficionados.

David J. Whitehead

continued from page 42 the multiplier process to give aggregate demand, and resulting in a set of sectoral financial balances. The process of financial intermediation is explained in the context of sectors' financial surpluses and deficits, and economic policy is explained with reference to the financing of the public sector borrowing requirement and its impact on economic activity. Economic growth is examined through the incremental capital-output ratio, the gross investment ratio

and the retirement ratio, and illustrated by international comparative data. Each chapter ends with a fascinating set of exercises (in which the author actually states before each one: what it is to practice) intended not only to test the student's understanding of economics, but also to enable her to work from original data sources. This obviously important and mammoth treatise is impossible to review thoroughly here. Perhaps it

will revolutionize undergraduate economics courses, though I doubt it. It is happily complementary to more conventional texts, such as Lipsey, and is certainly required reading for those few students of economics who intend to become professional economists or business forecasters. The remorseless Grand-grind-like piling of fact on fact renders the narrative both exhaustive and exhausting; and rather unappealing. It is, however, beautifully produced.

EXTRA

Industrial development

David Whitehead on growth

The Economics of Industrial Innovation. 2nd Edition. By C Freeman. Frances Pinter Ltd £15.50. New Enterprises: A Start-Up Case Book. By Sue Birley. Croom Helm £13.95 and £7.95.

In this revision of an important work first published in 1974, the first two parts - "the rise of science-related technology" and "innovation and the theory of the firm" have been updated with more recent statistical information and with some new examples that illustrate later research. The final part "innovation and government" has been entirely rewritten to reflect further work by the author and other researchers together with subsequent policy developments in the US and Britain.

The growth of research and development is perhaps the most important social and economic change in twentieth century industry. This book is mainly concerned with the innovations that have come from the professional research and development system and with the allocation of resources to this system. The research and development industry can be subjected to economic analysis just like any other. Its "output" is a flow of new information, both fundamental and relating to specific applications. It is also a flow of models, designs and prototypes for new products, or of pilot plants and experimental rigs for new processes. The distinctive features of modern research and development are its scale, its scientific content, and the extent of its professional specialization. The spectacular growth of this industry is demonstrated by the statistics that by 1980, well over half a million scientists and engineers were working in all types of research and development in the US, over 300,000 in Japan, and over 100,000 each in the UK and West Germany.

Part one deals in a historical, descriptive manner with research, invention and innovation in chemical and oil process plant and nuclear energy, synthetic materials and electronics, based on research projects which were carried out at the

NIESR and the Science Policy Research Unit (of which Professor Freeman is Director) in the sixties and seventies. The author contends that these industries represent the most important trends of technical change, and they are not chosen as an average or random sample. He focuses attention on such questions as cost, patents, size of firm, marketing and time lags.

Parts two and three follow with an analytical treatment of some of the general implications for innovation theory. Freeman argues that the professionalization of research and development has had far-reaching consequences for the nature of the competitive struggle between firms, both domestically and on the international market. In general, the growth of industrial research and development has favoured the large firm and has contributed to the process of industrial concentration, but small new firms retain an advantage in some types of innovation.

Freeman maintains with considerable justification that in the post-war period, priorities of the West were largely determined by the Cold War. Government support for aircraft, nuclear and electronics research and development was both massive and effective. But quite different priorities should be established in the last part of the twentieth century. Much research and development will be needed to cope with environmental problems, to secure long-term supplies of cheap energy, to deal with natural resource limitations, to promote full employment, and to develop much better transport and construction systems. Resources for research and development should even more urgently be re-allocated to deal with problems of underdevelopment.

A particularly valuable section is the critique of Professor Jewkes' famous study *The Sources of Invention*. While it is conceded that Jewkes et al. made a strong case for the view that universities, private inventors and small firms have contributed a disproportionately large number of inventions, Professor Freeman shows that the main thrust

of innovation through research and development has come from large organizations.

This scholarly work, with more than 300 references, will be welcomed by professional economists and government agencies. At the other end of the spectrum from the massive developments described by Freeman, Professor Birley's cases deal *inter alia* with growbag tubs, language schools, Compact Ltd. (selling concentrated manure), and what to do with one billion assorted buttons.

In a healthy economy, small firms are being set up and are growing all the time. Yet we know little about what factors determine success or failure in small businesses. Success is associated not only with the development of a product and a market for it, but, equally importantly, with the individual behind it. Only a few new ideas or products will guarantee success, so the person seeking to start his own business must acquire customers and resources himself, and establish his viability with purchasers, suppliers and bankers, before he starts trading.

Starting a business usually involves a series of decisions, some carefully planned, others less so, over a period of years. Professor Birley has provided a series of 18 cases, all based on actual experience, to explore the issues and problems which face budding entrepreneurs. She offers practical step-by-step advice on the processes involved in starting a small business, and demonstrates the wide range of business opportunities available.

While the cases are of great practical value to people wishing to evaluate their own business idea through all its stages of development, they will also improve students' analytical skills. Indeed, in management training, it is suggested that groups could be presented with six or so of the cases and asked to consider in syndicates what criteria they would invoke to pick "winners" and to apply them to the cases under consideration. This collection is also ideal source material for A level Business Studies courses.

Growing pains

Geoffrey Wood on prospects for Western economies

Phases of Capitalist Development. By Angus Maddison. Oxford University Press £15.00. 0 19 828450 0. £5.95. 828451 9.

The Rise and Decline of Nations. By Mancur Olson. Yale University Press £8.95. 0 300 02307 9.

These two books, both excellent in different ways, are prompted by the same phenomenon: the slowing down of economic growth in the West in the past decade or so, accompanied by, at any rate until recently, worsening inflation. They both look at a longer sweep of time and a larger range of countries, in the recognition that an explanation can often legitimately be prompted by an individual episode but must be capable of dealing with more than that individual episode if it is to be much of a contribution to knowledge.

Maddison is extending his earlier *Economic Growth in the West* (1964), in which he attempted to explain the historical standards rapid rate of by growth in these countries between 1945 and 1964. The method of analysis is basically the same - macroeconomic analysis - and a large amount of quantitative data is deployed. Initially, though, the analysis is set out and is contrasted with the theories of Ricardo, Marx and Schumpeter. That these are the comparisons indicates the

nature of the approach - large scale, looking at long runs of data, concentrating on the underlying forces of capitalist development.

Five conclusions emerge, some important to economic history, some to current policy. The three main historical conclusions are: first, that growth is generally restrained by "circumstances that inhibit innovation" rather than by some absolute limit to the growth rate; second, that W W Rostow's characterization of nineteenth-century growth as a series of take-offs is incorrect, and rather that after 1820 countries grew more or less simultaneously; and third, a methodological point, macroeconomic measures of performance are more useful than partial measures such as movement within one sector or another of the economy.

Of current relevance, two crucial points emerge. First, there is a distinction, and interrelationship, between leader and follower countries. The growth of the followers is closely dependent upon the productivity development of the leaders. We are, however, perhaps moving towards "collective leadership", this, Maddison conjectures, may accelerate technical progress. Second, the conflicts between social groups and between policy objectives can be very important.

It is, that second point, apparently obvious, that links this book with Olson's *Open Skies*, these con-

licts, with a framework derived from his *Logic of Collective Action* of 1965, and considers how they affect the economic fate of nations. He argues (formalizing work carried out in this country by Peter Bauer) that the behaviour of firms and individuals leads to the emergence of collusive groups; and lobbying organizations which make economies less efficient, and more sluggish in the face of outside pressures for change. This slows economic expansion, and eventually leads to absolute, as well as relative, impoverishment of these societies, as impoverishment is directed to protecting shares in national income at the expense of actually producing that income.

The book thus extends the domain of economics into areas somewhat outside its usual coverage, touching as it does on matters such as the Indian Caste system and its interaction with economic development, and the implications for growth of the remarkably, indeed extraordinarily, unequal distribution of income in LDCs.

This is an important and fascinating book, clearly written and accessible to the layman. In combination with Maddison, it yields much insight into the performance and prospects of the economies of the West.

Geoffrey Wood lectures at the City University's Centre for Banking and International Finance.

NEW NEW NEW NEW FOR 1983
from Longman

First Economics by Gorge Stanlake

This is a new and exciting textbook for O-level and equivalent examinations from one of Britain's most experienced teachers and authors. George Stanlake has used all his knowledge and experience as teacher, examiner and writer to meet the problems that economics presents to students at this level. In particular, great care has been taken to relate the necessary theory to the student's knowledge and experience of the real world.

- the right language approach for O-level students
- abundant examples from the real world
- clear, visual presentation of ideas that students often find difficult
- extensive range of questions and problems, including short answer, multiple choice, true-false and data response questions.

Quite simply, the best book for O-level. £3.95

In addition there is a completely revised edition of

Introductory Economics by George Stanlake

This is the fourth edition of the book which for many years has been Britain's best-selling introductory economics textbook. Redesigned with a new strong binding it is available in cased or limp editions. Ready February. Cased about £8.50 net. Limp about £3.50 net.

Longman also have available a wide range of microcomputer software for economics, including the Computers in the Curriculum Project materials. Send NOW for a full brochure and order form.

P.S. Understanding Business, the series for students of A-level Business Studies and other courses in Colleges of Further Education, is now COMPLETE. Details are available on application.

For inspection copies of books, or for further information on any of our publications, please write to Iris Slinfield, Ref TES 1, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex, CM20 2JE.

Longman

Understanding Industrial Society

Third edition

Alan P Sanday and Peter A Birch

This is the only available course which puts first-hand experience of studies of local firms into the context of fundamental economic concepts which are simply presented. In the third edition, material has been updated and new sections take account of the increasing importance of unemployment, redundancy and setting up on one's own, and the impact of new technology.

The course may be used in the fourth and fifth year for CSE and 'O' level, as a component of the syllabus devised by individual schools, and in general studies in sixth forms and in Colleges of Further Education.

Pupil's Book
0 340 28735 7 Limp £3.95

Teacher's Guide
0 340 28736 5 Limp £6.95

Available through all good bookshops.

Teachers are invited to write for inspection copies, starting school/college address.

Hodder & Stoughton

Dept. E1275, FREEPOST, Mill Road, Dunton Green, Sevenoaks, Kent TN13 1YY

EXTRA

Down to business

Howard Sergeant on management texts

Anyone who has made a careful study of the textbooks on management, organization and business published during the last 15 years or so can be excused for being a little cynical about the titles and descriptive terms publishers adopt in order to impress students and potential readers. Precisely what significance can such phrases as "new" or "fresh approach", "meets the needs of our changing age", "modern concepts", "up-to-date ideas and practices", "challenging traditional ideas", and "coping with tomorrow's world", have in textbooks which simply re-regulate the same old information and details that have appeared in countless books, and all that can be regarded as new or different is a change in the layout or order of presentation, an improvement in typography, or a renewed emphasis upon some isolated aspect of the subject?

Take, for instance, the latest highly-publicized information that Sir Keith Joseph, Education Secretary, has approved a new scheme for establishing a national training centre to assist headmasters in becoming more efficient managers of their schools and improving the standards of their teaching staffs. Sir Keith is reported as saying: "The standards of our schools, academic, moral and cultural, are set by the heads and the senior staff within them. It is essential that they should be fully equipped for the difficult tasks that face them, including those tasks created by falling rolls". Apparently the scheme, in which seven educational institutions have been invited to cooperate, will cost £6,500,000 over a period of three years for

courses which will "give heads and other teachers with management responsibilities the opportunity to learn new skills and to share their knowledge and experience".

It sounds almost revolutionary; but is it really something new? The fact is that courses in management education for heads and deputy heads were established at Brooklands School of Management at Weybridge as early as 1973, and these were not merely one-off courses for the people concerned, but involved the setting-up of support groups to maintain continuity, assist development, and deal with problems as they arose. So successful were these courses that in April 1974 Brooklands School of Management was given official recognition by the County Authorities as the Surrey Management Development Centre providing a comprehensive service for the use of schools and the inspectorate. At the time the County Education Officer observed: "The establishment of a service of this nature would be entirely new to the County and perhaps to the country as a whole".

Needless to say, a few years later the service had to be terminated as a result of the economic situation; and this again is typical of the attitudes in both education and industry - the first things to be cut in periods of trade depression are management education and development, just when they are most needed.

Similarly, many authors of management textbooks seem to think that they are being daringly modern in stressing the social responsibilities of business and industrial organizations; but there is little new in such

opinions. The whole area was thoroughly investigated and discussed in *Industry and Values*, edited by Michael Ivens, and published in 1970. It must be pretty obvious by this time that the main task of management has always been that of ensuring survival of the organization, and to do that it is necessary to achieve an appropriate balance between profit-making objectives and the interests of employees, suppliers, customers, and the various communities in which the organization seeks to operate.

Management: Theory and Principles by Tony Proctor (Macdonald and Evans £4.95) is a case in point. The publishers' blurb proudly announces that this handbook aims to introduce students to the idea of management as a multi-disciplinary subject, a combination of a number of different approaches. One is tempted to remark that there is hardly a textbook available today in which management is presented as anything else. "It attempts to outline, with in-depth illustration where appropriate, the modern conception of management, how it has evolved to this point, and how it may develop in the future."

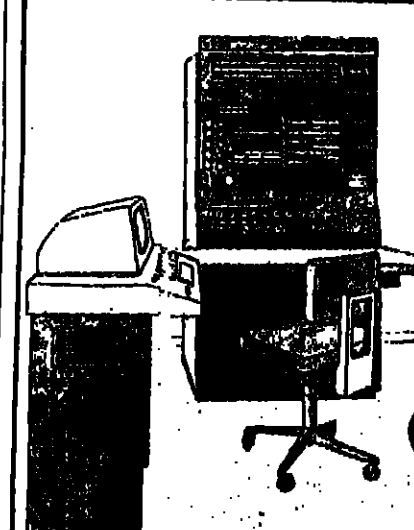
Well, Mr Proctor certainly starts at the beginning with his "Historical Perspective" in chapter one - with primitive man the hunter, the Egyptians and Sumerians, the Greeks and Romans, through the Industrial Revolution, and the era of mass production and marketing, to the post-industrial era, looking at all the early management theories on the way. "The subject of management today is a jungle of ideas, theories and philosophies," states Mr Proctor, "through which the student must find his or her way", and, as if to demonstrate this, he provides in chapter two a thumb-nail sketches of over 20 theorists from Henri Fayol (the Classical School) through to Ivor Ansoff (Strategic Management).



If the student has succeeded in keeping a clear head and found a way through, he or she can then tackle "The Environment" and "Strategic Management" before coming with the activities and functions of a business, planning and decision-making. Paradoxically, the author thinks that the role of the manager in the eighties will be that of a "contingency coordinator", recognizing that every situation is somewhat unique. Still, this is a sound book in the information it provides, and it will prove suitable for students requiring a knowledge of management for examination purposes. It contains progress tests, examination questions, and an appendix of "Examination Techniques".

Management: A Fresh Approach by Roger Oldcorn (Pan Books £2.95) is intended for both students and practitioners who have had no formal management training. The aim is to help along the process of improving the quality of management by introducing the reader to those aspects which have come to be regarded as good ideas or good practical advice. It is a well-organized text, starting with what a manager is and what his duties are, with the usual references to Fayol, Mintzberg, Taylor and Rosemary Stewart, examining the aims and objectives, strengths and weaknesses, external factors, and strategy; then discussing the func-

tions, staff motivation and decision-making. The sections on motivation, control and performance are excellent and fully referenced. On the question of social responsibility Mr Oldcorn takes the view that all organizations exist in society and must behave responsibly towards it, and



Computer rooms have to be kept very clean. A Cleaner World (Cambridge University Press £2.95, Dinosaur 85p) would introduce the youngest to the various people and machines involved in the cleaning industry.

substantiates his view with public statements of Pisons Ltd, Marks and Spencer Ltd, and Tesco Stores Ltd. What is the "fresh approach"? Mr Oldcorn believes that the world of the practical manager is in danger of becoming too far removed from the world of management theory and would like to bridge the gap; but one can hardly regard that as a fresh approach. Nor is the inclusion of self-checks, reviews and activities, however useful. The book is written in an attractive style, but is weak on management techniques and the application of electronic equipment.

More modest in its claims, E.C. Eyre's *Mastering Basic Management* (Macmillan £8.95 and £2.95) will be useful for those in junior management and for students preparing for BEC, TEC, and professional examinations. In another well-presented, not too successfully, to distinguish between the terms "management" and "administration". He, too, pays attention to social responsibility - "the naked pursuit of profit had become socially unacceptable in most quarters and the effect of business activity on the community at large, on the environment, on worker relations and on consumers, has become of current concern socially, environmentally and politically".

Because of these factors management has a duty, willingly accepted or not, to include in its philosophy many considerations other than the financial and this is reflected in its objectives and policies. While dealing with most aspects of the subject in a thorough manner, Mr Eyre has sections on the Behavioural Science view of objectives, worker participation, matrix organizations, financial ratios and data processing, making his text well worth recommending.

In *Administration in Business* (Macdonald and Evans £4.75) Josephine Shaw adopts the narrower activity of regulating day-to-day operations rather than decision-making and setting objectives. "The receiving, processing, transmitting, storing and retrieving information" she regards information as the cornerstone and uses Kipling's verse as her guide:

"I kept six honest serving men
They taught me all I knew,
Their names are what and why
And where and how and who."
This book satisfies the requirements of BEC and the needs of other students concerned with the purpose, structure and functioning of organizations.
Also intended for BEC students is "Administration in Business" (Cambridge University Press £4.95) which covers the func-

tion of "Information in Organizations" Business Administration: A Text for the Computer Age by J. Carter (Heinemann £3.95) rates upon this by defining "information" as the total of office activities and processes which enable management to operate.



He regards this as a form of government interference (presumably more interfering than direct taxation per se) that is highly damaging. "The progression interferes with the arrangement of rewards which call forth the right amount of effort and direct it to produce the things consumers want; it thereby adversely affects the entire range of business endeavour."

Unfortunately Maycock completely ignores the empirical literature on the disincentive effects of high marginal tax rates, which is generally inconclusive. A higher marginal rate may encourage greater effort, in order to restore disposable income, or may result in a decision to opt for more leisure, as that alternative becomes less expensive, in terms of post-tax income sacrificed. Nowhere is the basic issue discussed by the writer.

He regards the UK system as "steeply progressive", while making no comparison with other industrial countries. Nor does he distinguish between the progressiveness of direct taxation and that of the system as a

Economics: A New Introduction
DEREK LOBLEY
This new main text for O-level Economics is geared specifically to current syllabuses and reflects recent changes in examinations of London and other major boards.
May 1983 07185 3886 probably £3.50

SUCCESS STUDYBOOKS
Two major new teaching texts with accompanying question books for students in the second year of accounting study and above.
Success in Accounting and Costing
G. WHITEHEAD & A. WILSON
07185 3835 1 £4.95
Success in Accounting and Costing: Problems and Projects
G. WHITEHEAD & A. WILSON
07185 3838 X £4.95

Success in Financial Accounting
DAVID COX
June 1983 07185 3837 9 £5.95 net
Success in Financial Accounting: Questions and Answers
DAVID COX
June 1983 07185 3838 0 prior to be announced

For inspection copies please send this advertisement, indicating the book required, with your name and address to John Murray, Publishers, London W1X 8ED. (No selling fee.)

John Murray

EXTRA

Look right

David Whitehead on an analysis of Britain's economy

Break the Deadlock by R Maycock. Heigham £9.95.

The subtitle of this book, "A proposal for solving Britain's economic problem and criticism of socialist and Marxist theories" speaks a uniaxial explanation of the UK's economic malaise. This prediction is confirmed by chapter three, in which the author states his belief that progressive taxation should be abolished.



He regards this as a form of government interference (presumably more interfering than direct taxation per se) that is highly damaging. "The progression interferes with the arrangement of rewards which call forth the right amount of effort and direct it to produce the things consumers want; it thereby adversely affects the entire range of business endeavour."

Unfortunately Maycock completely ignores the empirical literature on the disincentive effects of high marginal tax rates, which is generally inconclusive. A higher marginal rate may encourage greater effort, in order to restore disposable income, or may result in a decision to opt for more leisure, as that alternative becomes less expensive, in terms of post-tax income sacrificed. Nowhere is the basic issue discussed by the writer.

He regards the UK system as "steeply progressive", while making no comparison with other industrial countries. Nor does he distinguish between the progressiveness of direct taxation and that of the system as a

Numeracy

Mathematics for Economists. By J M Pearson. Longman £4.95.

Almost all economics degrees now require some mathematical sophistication, and for advanced study quantitative facility is essential. This introductory text provides a one-term course in mathematics for students who probably gave up the subject after O level, and it may serve as a bridge to the more advanced texts now used in many degree courses.

The book begins by revising fundamental topics: graphs, linear and quadratic equations, simultaneous equations and special functions. The remainder is devoted to calculus. In addition to mathematics, there are sections on economic applications which illustrated the importance of the technique explained to the subject. For example, the chapter on functions is related to demand and supply functions, cost, revenue and profit functions. Pearson adopts the "set" approach, although covering the same material as in more traditional texts.

D W

Social Restraint

The only acceptable alternative was late marriage and self-restraint.



Economists for Beginners (Writers and Readers, £8.95 and £2.50) is Bernard Canavan's attempt to explain clearly and humorously the theories of seven major economists. Malthusian ideas about positive checks on population are explained, as in this example, with directness. Adam Smith, Ricardo, J S Mill, Marx, Alfred Marshall and Keynes are also investigated.

continued from previous page

changed; routine tasks which have taken most of our time in the past will disappear; and office-workers of the future will spend their time on decision-making, asking for information from databases and acting upon that information. We are, he maintains, on the verge of a technological revolution which will affect us all, and to emphasize his point he supplies a chart comparing "The First Revolution" (the Stone Age Revolution) based on flint chips with "The Last Revolution" (based on silicon chips). It is to be hoped that, in regard to Micro-Electronic Revolution he meant "latest" rather than "last" and was not in fact threatening us with total extinction as a result of his enormous power in irresponsible hands. This is a first-class volume, opening up some of the possibilities of the future and examining the equipment and technology appropriate to the needs. The introductory shock tactics may well help students to concentrate!

Management Information Systems and Data Processing, by Trevor Bentley (Holt, Rinehart and Winston) is designed for students preparing for ICMA and IMA professional examinations. It covers systems

theory, systems design, computer hardware and software, and systems evaluation and audit, in an interesting way, and is notable for the illustrations and case-studies.

As its title implies, *People and Work Organizations* by J G Capey and N R Carr (Holt, Rinehart & Winston) places the emphasis upon the behaviour of people working within the organizations; and its special focus is the core study of BEC courses. It is concerned primarily with individual goals and organizational goals and the need to reconcile the two if a business is to be successful. Management theory and practice are covered in detail in a language remarkably free from the usual jargon.

Women in Industry, edited by Alan Jamieson (Hobson Press £8.65 and £3.50) is a collection of case histories of women working in industry. The hope is expressed that it will stimulate more women to seek careers in industry, but it is noticeable that very few of the contributors have reached management level.

Messrs Kenneth Pratt and Stephen Bennett are examiners, so that their book *How to Pass Exams in Personnel Management* (Casell £3.95) ought to be of assistance to

students of that subject. There are sample questions with answers, key points, and general comments. Curiously enough, though the prospective examinee is told to allow time for thinking, he is not advised how to organize the time factors as a whole in the examination.

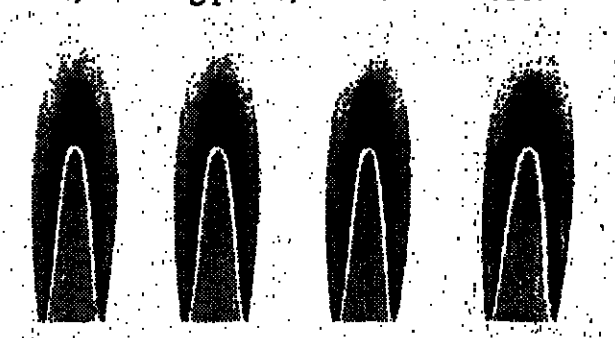
Business organizations are affected by a whole range of legal regulations and requirements. The law texts can therefore be divided into those which concentrate upon Company Law and those which attempt to deal with the wider implications. Limited Liability and the Corporation by Tony Ormish (Croom Helm £12.95) falls into the first category and is admirably supplemented by Case Studies in Company Law edited by M C Oliver (Macdonald & Evans £4.95). The Legal Environment of the Business World by R B Buchanan (Stanley Thomas £3.75), Business Law by T A Cole (Casell £5.95) and Practical Business Law by Terry Price (Pan Breakthrough Books £2.50) all cover much the same ground, if starting from different vantage points.

Howard Sergeant is a free-lance writer, previously head of the Brooklands School of Management at Weybridge.

A NEW HELPFUL CATALOGUE...

The new British Gas Education Service Catalogue is invaluable to teachers of a wide range of disciplines and age groups.

British Gas is one of the nation's most complex industries and provides scope for projects in every aspect of energy education. The aids, many of which have been produced in consultation with the teaching profession, include resource books, OHP transparencies, tape/slide sets, teaching packs, films and videos.



FROM THE GAS PEOPLE

To order your free copy, simply fill in the coupon.



To: Education Liaison Officer, British Gas, Room 707A, 326 High Holborn, London WC1V 7PT.
NAME: _____
ADDRESS: _____
GAS REGION: _____
NO. OF COPIES (MAXIMUM ONE PER DEPT.): _____

TES 21/1 BRITISH GAS

EXTRA

Just in case

Casebooks on Economic Principles: Macroeconomics; Factor Markets; Market Analysis. By Andrew Leake Macmillan £1.50 each.

This first-class series by an experienced A Level economics teacher will prove a boon to his colleagues. The cases have been selected from classroom trials, and are most appropriate both in length and level of difficulty for the typical A level student.

Each section contains an outline of the general principles involved, an illustration of how they apply in the real world, and questions based on the issues raised, and arising from the material provided.

The cases chosen are refreshingly unorthodox. For the opportunity cost

principle, Leake selects an article about whooping cough vaccination, and for scarcity, he uses cuttings about the sheikh who bought English bricks to build his new house in Jeddah, and about the dearth of natural bath sponges. On market demand, he uses a newspaper article with the headline "Caviar sells well at £150 a pound". By combining rigorous economic analysis with amusing examples, Leake has produced a potentially very popular adjunct to normal course textbooks. The casebooks are also well designed and cheap. Three more, on Consumption and Production, International Economics, and Government and Markets, are to follow shortly.

David Whitehead

Firm views

Entrepreneurship and the New Firm. By D J Storey. Croom Helm £13.95.

Much is expected of the small firm sector today. New employment, wealth generation and technological initiatives are regarded as likely to flow from the encouragement of new firms. But only a decade ago, the small firm was a symbol of inefficient management, technological backwardness and general decline.

In this theoretical and empirical examination of the role of new and small firms, Storey reviews the available statistics on the importance of such firms in several countries, and critically analyses the role they are thought to play in an industrialized economy. He judges that small firms' contribution to employment and wealth creation has been overestimated. Moreover, current policies to assist small firms are essentially long-term and will have least effect in depressed areas. The author concludes that while small businesses make a welcome contribution to diversifying the economy, they cannot be expected to



regenerate a declining industrial sector.

This research report contains some quite technical economics, and would prove indigestible to the general reader. Nevertheless, the wealth of statistical data presented makes it a suitable purchase for the library.

D W

Side dish

The Economic Structure. By Cedric Sandford. Longman £2.95.

This elementary introduction forms part of the *Social Structure of Modern Britain* series which analyses basic demographic, ideological and structural features of British society. It is aimed at the tertiary sector, and will find a market among students of social science not specializing in economics.

The first four chapters consider the nature of economics, the national output, and how economic decisions are made in capitalist and centrally planned economies. The remaining 50 pages briefly review the UK economy and the role of government policy.

As is to be expected from a fiscal expert, Professor Sandford's pronouncements on tax reform are authoritative. For the rest, he judiciously blends theory and practice, and renders them down to an appetizing hors d'oeuvre.

D W

After the gold rush

Richard Rathbone on South African social and economic history

Studies in the Social and Economic History of the Witwatersrand, 1886-1914: Volume I New Babylon. Volume II New Nineveh. By Charles van Onselen. Longman £4.95 per volume.

When the new wave of social historians emerged and decided that they should indeed write history "from the bottom up" they unearthed the hidden voice of ordinary people and used it to great effect. Those who aspired to follow their example in African history immediately encountered the fundamental problem of writing social history in a pre-literate society. Oral testimony had a

ordinary people of all sorts and conditions within all the implicit social upheaval. Van Onselen seeks, and seeks very successfully, to provide us with what he calls "an analytically informed chronicle of the vibrant and intensely human struggle of people seeking to find a place of dignity and security within a capitalist world that encroached on them all too quickly".

As he is himself at pains to point out, the series of essays do not provide a total picture of the human struggle. The focus of these is African social control, prostitution, black organized crime, Afrikaner proletarianization, the social organization of two elements of service industry, transport and laundry and domestic service and consequently there is much that is omitted. But it is largely through the loving detail and compassionate feeling that emerges from every page that we are alerted to the omissions for it is van Onselen who persistently reminds us of the fullness of the lives of his actors and the enormous complexity of the world they inhabited.

These two volumes cannot be commended too highly. They are on the one hand remarkably professional; the footnotes are adequate, the money to the labour of his historians for whom "total history" means total commitment to chasing every bit of information whether oral or written and there are no discounts or short cuts in this pursuit. On the other hand they share with the best of the new social history an intense humanity that invokes Dickens, George Eliot and Zola. While the



limited time depth and the observations of the stranger be he traveller or colonial official were clouded by their very outsider quality. Consequently there is an undeniable two-dimensionality in the historical treatment of Africa's "menu people". Charles van Onselen's two volume collection of essays on the social history of Johannesburg marks a remarkable departure from this flatness. They contain work of extraordinary insight and sensitivity which adds up to a finely textured picture of the impact of the development of a gold-rush city on its growing population. The intellectual debts of van Onselen are stated with open candour. The brief introduction acknowledges the influence of Eugene Genovese, Herb Gutman, Eric Hobsbawm, George Rude, Gareth Stedman Jones and Edward Thompson; this invocation of the household gods leads into over 400 pages of such intense richness that future scholars in this tradition will be forced to include van Onselen's name in the pantheon.

Van Onselen's story centres around the rapid transformation of Johannesburg in the wake of the development of the gold mining industry. A tiny tent township of 3,000 diggers in 1886 became a teeming urban sprawl containing over 100,000 people drawn from every continent within ten years. The essential political and economic frame in which these dramatic changes occurred are not the author's concern for there is a copious literature on it. The wider context of Africa's only industrial revolution has to some extent masked an understanding of the experience of



studies concern the social effects of an exotic outcrop of the industrial revolution their relevance is far from exotic. Students of the Rhodesia or Tyneside will be as rewarded as those of African history by these pioneering studies which without doubt will become classics of social history.

Richard Rathbone is lecturer in the School of Oriental and African Studies, the University of London.



Fourteenth century iron workers appear in the historical introduction to *Modern Industry*, by C A R Hills, one of Batsford's Today's World series (£5.95). Information about the structure of industry, in Britain and abroad is presented in manageable chunks, illustrated in black and white.

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Classified Advertisement Rates:
Single Column £1.70 per line (min. 3 lines).
Classified Display £3.70 per s.o.c. (min. 3.5 cm x 2 £184.30).
Box number facility £4.00.
Copy deadline (space permitting) Monday preceding Friday of publication.

Appointments vacant

Nursery Education
Deputy Headships Senior Masters/Mistresses 49
Other Appointments 49

Primary Education

Headships 49
Deputy Headships Senior Masters/Mistresses 50
Scale 2 Posts 51
Remedial Posts 52

Middle School Education

Headships 52
Deputy Headships Senior Masters/Mistresses 52
Modern Languages 52
Music 52
Physical Education 52
Science 52
Technical Studies 52
Other than by Subjects 52

Secondary Education

Headships 52
Deputy Headships Senior Masters/Mistresses 53
Remedial Posts 54

Art and Design

Careers 54
Classics 54
Commercial Subjects 54
Computer Studies 54
Economics 55
English 55
Geography 56
History 56
Home Economics 56
Humanities 57
Mathematics 57
Modern Languages 59
Music 60
Pastoral 60
Physical Education 61
Religious Education 61
Science 62
Social Studies 63
Speech and Drama 63
Technical Studies 63
Other than by Subjects 64

Appointments in Scotland

Headships 67
Deputy Headships Senior Masters/Mistresses 67
Art and Design 67
Careers 67
Classics 68
Computer Studies 68
Economics 68
English 68
Geography 68
History 69
Home Economics 69
Mathematics 69
Modern Languages 70
Music 70
Pastoral 70
Physical Education 70
Religious Education 71
Science 71
Speech and Drama 72
Technical Studies 72
Other than by Subjects 72

Sixth Form and Tertiary Colleges

Headships 64
Deputy Headships Senior Masters/Mistresses 64
Heads of Department 64
Scale 2 Posts 64
Scale 1 Posts 64
Other than by Subjects 64

Special Education

Headships 64
Deputy Headships Senior Masters/Mistresses 64
Heads of Department 65
Scale 2 Posts 65
Scale 1 Posts 65

Independent Schools

Headships 67
Deputy Headships Senior Masters/Mistresses 67
Art and Design 67
Careers 67
Classics 68
Computer Studies 68
Economics 68
English 68
Geography 68
History 69
Home Economics 69
Mathematics 69
Modern Languages 70
Music 70
Pastoral 70
Physical Education 70
Religious Education 71
Science 71
Speech and Drama 72
Technical Studies 72
Other than by Subjects 72

Colleges of Further Education

Directors and Principals 73
Heads of Department 74
Other Appointments 74

Universities Appointments

Research Posts 76
Fellowships, Studentships and Research Awards 76
Colleges of Higher Education
Directors and Principals 77
Other Appointments 77

Preparatory Schools

Headships 72
Art and Design 73
Geography 73
Mathematics 73
Modern Languages 73
Music 73
Physical Education 73
Science 73
Other than by Subjects 73

Colleges of Further Education

Directors and Principals 73
Heads of Department 74
Other Appointments 74

Universities Appointments

Research Posts 76
Fellowships, Studentships and Research Awards 76
Colleges of Higher Education
Directors and Principals 77
Other Appointments 77

Adult Education

Headships 77
Community Homes and Associated Institutes 77
Headships and Deputy Headships 77
Youth and Community Service 77
Overseas Appointments 78
Administration Local Education Authority 81
Administration General 83
Child Care 83
School Health Service 81
Examiners 84
Miscellaneous 84
Outdoor Education 84

English as a Foreign Language

Headships 85
English as a Second Language 85
Appointments wanted 85
Educational Courses 85
Awards and Scholarships 86
Personal Announcements 86
For Sale and Wanted 86
Holidays and Accommodation 88
Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

English as a Second Language

Headships 85
English as a Second Language 85
Appointments wanted 85
Educational Courses 85
Awards and Scholarships 86
Personal Announcements 86
For Sale and Wanted 86
Holidays and Accommodation 88
Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

Appointments wanted

Educational Courses 85
Awards and Scholarships 86
Personal Announcements 86
For Sale and Wanted 86
Holidays and Accommodation 88
Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

Educational Courses

Awards and Scholarships 86
Personal Announcements 86
For Sale and Wanted 86
Holidays and Accommodation 88
Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

Awards and Scholarships

Personal Announcements 86
For Sale and Wanted 86
Holidays and Accommodation 88
Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

Personal Announcements

For Sale and Wanted 86
Holidays and Accommodation 88
Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

For Sale and Wanted

Holidays and Accommodation 88
Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

Holidays and Accommodation

Home Exchange Holidays 88
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

Home Exchange Holidays

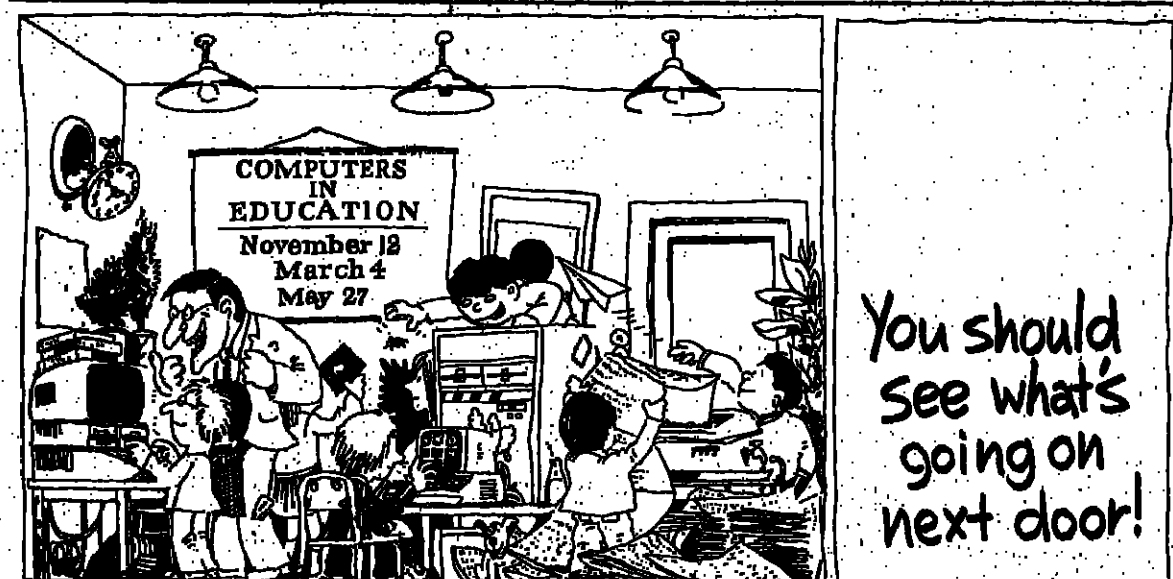
Partnerships 88
Properties for Sale and Wanted 88
Typing and Duplicating 88

Partnerships

Properties for Sale and Wanted 88
Typing and Duplicating 88

Properties for Sale and Wanted

Typing and Duplicating 88



The Times Educational Supplement has produced an attractive and, we like to think, amusing wall poster for use in school staffrooms. It contains information about the special insets we will publish during this academic year and there's a handy space for writing up weekly staffroom notes (this can be wiped clean). The whole poster is printed in colour and is available by sending a cheque or postal order, no cash please, for £1.00 (this is to cover postage and packing) to the address on the coupon below. Please make your cheque or postal order payable to Times Newspapers Limited.

Please send me _____ TIMES EDUCATIONAL SUPPLEMENT POSTERS (enclose my cheque/P.O. for _____ payable to Times Newspapers Ltd.)

NAME _____

ADDRESS _____

Send this coupon to: FRANCES HOUSE, THE TIMES EDUCATIONAL SUPPLEMENT, PRIORY HOUSE, ST. JOHN'S LANE, LONDON, EC1M 4BX.

Appointment of Headteachers

Re-advertisement
KINGSWAY PRIMARY SCHOOL
Kingway, Kirby in Ashfield, Nottingham NG17 7FH
Qualified teachers are invited to apply for appointment as Headteacher of the above school. The vacancy is created by the retirement of the Headteacher.
Salary Group: 5
Vacant: Summer Term, 1983.
Previous applications will be re-considered.
NETHERFIELD JUNIOR SCHOOL
Ashfield Street, Netherfield, Nottingham NG4 2LR
Qualified teachers are invited to apply for appointment as Headteacher of the above school.
Salary Group: 5
Vacant: Now, to be filled as soon as possible, thereafter.
Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall West Bridgford, Nottingham NG2 7DP.
Closing date: 4th February, 1983.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7DP

NORFOLK HEADS

required for
Alburgh with Denton V. C. First School, Alburgh (Group 1)
Dersingham V. C. Middle School, Dersingham (Group 5)

Re-advertisement
Stiffled C. Primary School, Wymondham (Group 2)
(Previous applicants for this post will be reconsidered automatically.)
Application forms and details from the County Education Officer, County Hall, Marlborough Lane, Norwich NR1 2DL, on receipt of a stamped, addressed foolscap envelope.
Closing date for applications 4th February, 1983.

BUCKINGHAMSHIRE
COUNTY COUNCIL
County Hall, High Wycombe, Bucks HP12 3JF
For further details and application forms, please contact the County Education Officer, County Hall, High Wycombe, Bucks HP12 3JF.
Closing date: 4th February 1983.

BUCKINGHAMSHIRE
COUNTY COUNCIL
County Hall, High Wycombe, Bucks HP12 3JF
For further details and application forms, please contact the County Education Officer, County Hall, High Wycombe, Bucks HP12 3JF.
Closing date: 4th February 1983.

BUCKINGHAMSHIRE
COUNTY COUNCIL
County Hall, High Wycombe, Bucks HP12 3JF
For further details and application forms, please contact the County Education Officer, County Hall, High Wycombe, Bucks HP12 3JF.
Closing date: 4th February 1983.

BUCKINGHAMSHIRE
COUNTY COUNCIL
County Hall, High Wycombe, Bucks HP12 3JF
For further details and application forms, please contact the County Education Officer, County Hall, High Wycombe, Bucks HP12 3JF.
Closing date: 4th February 1983.

BUCKINGHAMSHIRE
COUNTY COUNCIL
County Hall, High Wycombe, Bucks HP12 3JF
For further details and application forms, please contact the County Education Officer, County Hall, High Wycombe, Bucks HP12 3JF.
Closing date: 4th February 1983.

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:

(Re-advertisement)

Wattfield C. of E. Controlled Primary School

Group 1 Ages 5-9 - Number on roll 20

Wattfield is a small village situated in Mid Suffolk on the A143 road linking Bury St. Edmunds with Diss.

(Re-advertisement)

Bradfield St. George C. of E. Controlled Primary School

Group 1 Ages 5-9 Number on roll 21

Bradfield St. George is an attractive village approximately 8 miles from the historic town of Bury St. Edmunds. For both posts previous applicants who wish their application to be reconsidered should please write to this effect.

Further details and application forms are available from the County Education Office, Grimwade Street, Ipswich IP4 1LJ (see pages) and application forms should be returned by 4th February, 1983.

Suffolk County Council

ile Inner London Education Authority

HEADSHIPS

CHRIST CHURCH (NORTH BRITTON) CE (JMI&I) SCHOOL

CANCELL ROAD, LONDON SW9 9HN

Applications are invited for the post of Headteacher which becomes vacant due to retirement in September 1983. Roll 180. Burnham group 4 plus Inner London allowance. The school is scheduled for complete re-modelling with exciting possibilities for the new Headteacher. It is essential that candidates be communicative members of the Church of England and the successful candidate would be expected to work closely with the Church.

Application forms from and returnable to Miss R. E. Rankin, 13 Hillway House, Hillway Street, London SW9 9HN. Closing date 4 February.

NETLEY (JMI&I) SCHOOL
30 WILLIAM ROAD, LONDON NW1

Applications are invited from suitably qualified and experienced teachers for the Headship of this school which is vacant now. Roll 177 plus 23th nursery. Burnham group 4 plus Inner London allowance plus £20-£27.50 special priority allowance. Part open plan. Please send applications for application form and further details to Education Office, EOT/13/83, County Hall, London SE1 7PB. Closing date for the return of completed application form, 4 February. ILEA is an equal opportunities employer.

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £231 p.a. THROUGHOUT THE COUNTY.
Temporary housing may be available.
Generous relocation expenses in approved cases.
Complete "Surrey Teaching Vacancy List" available on request (S.E. please).

HEADSHIPS

MANORCROFT COUNTY FIRST AND MIDDLE SCHOOL
Egham

HEADTEACHER required September, 1983, or earlier if possible, for this Group 6 First and Middle School for pupils aged 5-12 years. Estimated number of pupils on roll (January 1983) - 942. Salary scale £11,882-£12,858 p.a.

FARNCOMBE C/E FIRST SCHOOL
Farncombe, Godalming.

HEADTEACHER required from the commencement of the Autumn Term for this Group 4 Voluntary Controlled First School for pupils aged 5-9 years. Estimated N.O.R. (January 1984) 102. Salary scale £10,071-£11,228 p.a.

WEST BYFLEET COUNTY FIRST SCHOOL

HEADTEACHER required from the commencement of the Autumn Term for this Group 4 First School for pupils aged 5-9 years. Estimated N.O.R. (January 1983) 169. Salary scale £10,071-£11,228 p.a.
Application forms and further details for the above posts available from County Education Office (T/P/EB), County Hall, Kingston-upon-Thames, Surrey, KT1 2DL. (see page 49)
Application forms to be returned not later than 4th February, 1983.

PRIMARY HEADSHIPS

continued

CAMBRIDGESHIRE

Applications are invited for the following HEADSHIP:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL (Group 4)
St. Peter's, Cambridge
Forms and details from Senior Area Education Officer, Cambridge Education Office, Cambridge CB2 3AP. (S.E. please). Re-advertisement. Previous applicants will be considered. (04558) 110010

CUMBERIA

COUNTY COUNCIL
ST. PETER'S C.E. PRIMARY SCHOOL
Preston, Nr. Grange-over-Stroud
(Group 3 School N.O.R. 80; 4 Headteacher required for September 1983 for Voluntary Controlled C.E. Further particulars and application forms available from the County Education Office, Preston, Nr. Grange-over-Stroud, Lancashire, PR1 2JH. Closing date 4th February, 1983. (04311) 110010

CROYDON

LONDON BOROUGH OF CROYDON

Applications are invited for the following Headship:
BRISTOL FARM INFANT AND JUNIOR SCHOOL
Tenable: 1st September 1983

Salary: Head Teacher £11,000 p.a. plus London Area Allowance £448.00

Reasonable removal expenses will be reimbursed (details on request).

Application forms and further details available from the County Education Office, Croydon, Surrey, CR9 3JH. Closing date 4th February, 1983. (04421) 110010

DERBYSHIRE

COUNTY COUNCIL

Applications are invited from experienced and suitably qualified teachers for the following Headship:
SAWLEY JUNIOR SCHOOL
Group 5 + S.P.A.
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Derby, Derbyshire, DE1 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

HAMPSHIRE

ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL

Applications are invited from suitably qualified and experienced teachers for the following Headship:
ST. PETER'S C.E. (AIDED) PRIMARY SCHOOL
Group 4
Estimated Maximum Number of Pupils: 110

Application forms and further details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04311) 110010

DORSET

COURTHILL FIRST SCHOOL
Courthill Road, Parkstone
(1 + 2 and 3 years)
Required September, 1983
Application forms and details available from the County Education Office, Dorchester, Dorset, DT1 1JH. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

HAMPSHIRE

DEVONSHIRE FIRST SCHOOL

Francis Avenue, Southsea,
Hants PO4 0AG
Required from the commencement of the Summer Term 1983
Application forms and details available from the County Education Office, Southampton, Hampshire, SO9 4AG. Closing date 4th February, 1983. (04511) 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
EDUCATION OFFICE
London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT

London Road, Northfleet,
Kent DA11 7JH
Application forms and details available from the County Education Office, Northfleet, Kent, DA11 7JH. Closing date 4th February, 1983. (04511) 110010

KENT

EDUCATION DEPARTMENT



American
Community
Schools

Teacher wanted.
Immediate opening for

Mathematics Teacher

Middle School
— American Community School
London
CV and letter of application to R. Beecher,
Headmaster, ACS, Portsmouth Road, Cosham,
KT11 1BL.

HEADTEACHER

Required from 1st September, 1983

MAYFLOWER SCHOOL (Group 13) Stock Road, Billericay

Removal and disturbance allow-
ance scheme in operation.
Closing date 11th February, 1983.
Please send foolscap s.a.e. for
application form and further
details to County Education
Officer, P.O. Box 47, Thread-
needle House, Market Road,
Chelmsford, Essex CM1 1LD.



Cornwall

Cornwall Education Committee

Applications are invited from suitably qualified teachers for
the Headship of the following comprehensive schools.

SECONDARY HEADSHIPS

FALMOUTH SCHOOL, Trescowden Road, Falmouth
TR11 4LH

Group No. 12. Number on Roll in September 1982 - 1,580
(11-18 years of age). Vacant from 14th April 1983/1st
September 1983. Revised closing date: 11th February 1983.

Application forms and further details on receipt of a SAE from
the Secretary for Education, County Hall, Truro, Cornwall
TR1 9BA. There is a Removal expenses scheme for
out-County appointments to permanent posts.

DORSET

Applications are invited for the following Headships:
BROADWAY (11-18) COMPREHENSIVE SCHOOL
Broadway, Weymouth (Group 10)
To be established on the reorganisation of education in
the area in September 1985, and for the Headship in
the Interregnum of Broadway County (11-16). Modern
School (Group 10) which becomes vacant on
1 September, 1983.

**ALL SAINTS, CHURCH OF ENGLAND VSA (11-16)
COMPREHENSIVE**
Wyke Regis, Weymouth (Group 9)
To be established on the reorganisation of education in
the area in September 1985, and for the Headship in
the Interregnum of All Saints Church of England VSA
(11-16). Modern School (Group 9) which becomes
vacant on 1 September, 1983. Applicants should be
communicant members of the Church of England.

For further details and application forms (to be
returned by 4 February) send foolscap SAE to the
Education Staffing Officer, County Hall,
Dorchester, Dorset, DT1 1XJ.

PRIMARY EDUCATION continued

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL
EDNICK PRIMARY SCHOOL
Ednwick, Hull
Head: Mrs J. J. Brashers
Required from Easter 1983
Application forms available
from the Head should be re-
turned by 4th February
(104505)

KIRKLEES
METROPOLITAN COUNCIL
BIRDESDALE FIRST SCHOOL
Fenton Road, Birdestale,
Huddersfield
(REF: 58)
Required from 28 February to
31 August 1983, a temporary
teacher, SCALE 1, for a Re-
ception Class.

HIGHWORTH COUNTY FIRST
SCHOOL
Highworth, London
(REF: 53)
Required from 28 February
1983, two teachers, SCALE 1
and 2, for Reception and Year
1 classes. (a) and (b) and
Application forms and
further particulars from the
Director of Education, County
Hall, Highworth, London
W12 8PP. Closing date: 11th
February 1983. (104505)

LONDON
HIGHGATE JUNIOR SCHOOL
Highgate, London
Required from September 1983
an assistant teacher to teach
general subjects to boys aged
7 to 10. The ability to help
with the school's work in an
added recommendation and
to take a full part in the
possibility of a recommendation
to take a full part in the
Highgate School Salary
Scale.

Applications with curriculum
statements and two references
addressed to the Headmaster,
Highgate Junior School, 10
Highgate Road, London
N6 6JH, from whom further
details of the post may be
obtained. (104505)

NEWHAM
LONDON BOROUGH OF
TONY'S R.C. INFANT
SCHOOL
Upton Avenue, London E7
Head Teacher: Mrs Ann
Number on roll: 140
Required from 1st September
1983.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

Remedial Posts

Scale 1 Posts

RICHMOND UPON
THAMES
LONDON BOROUGH OF
RICHMOND

An established full-time
remedial post is available
for a teacher with a degree
in Education and a minimum
of 5 years' experience in
the field of remedial work.
The post is for a full-time
teacher, working in the
Remedial Department, and
will be a permanent post.
For further details and
application forms, please
contact the Head of the
Remedial Department, 100
Richmond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Middle School Education

Headships

HAMPSHIRE
SOUTH-EAST AREA
SCHOOL
Hampshire, Hampshire
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

KIRKLEES
METROPOLITAN COUNCIL
BIRDESDALE FIRST SCHOOL
Fenton Road, Birdestale,
Huddersfield
(REF: 58)
Required from 28 February to
31 August 1983, a temporary
teacher, SCALE 1, for a Re-
ception Class.

HIGHWORTH COUNTY FIRST
SCHOOL
Highworth, London
(REF: 53)
Required from 28 February
1983, two teachers, SCALE 1
and 2, for Reception and Year
1 classes. (a) and (b) and
Application forms and
further particulars from the
Director of Education, County
Hall, Highworth, London
W12 8PP. Closing date: 11th
February 1983. (104505)

LONDON
HIGHGATE JUNIOR SCHOOL
Highgate, London
Required from September 1983
an assistant teacher to teach
general subjects to boys aged
7 to 10. The ability to help
with the school's work in an
added recommendation and
to take a full part in the
possibility of a recommendation
to take a full part in the
Highgate School Salary
Scale.

Applications with curriculum
statements and two references
addressed to the Headmaster,
Highgate Junior School, 10
Highgate Road, London
N6 6JH, from whom further
details of the post may be
obtained. (104505)

NEWHAM
LONDON BOROUGH OF
TONY'S R.C. INFANT
SCHOOL
Upton Avenue, London E7
Head Teacher: Mrs Ann
Number on roll: 140
Required from 1st September
1983.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

Science

Scale 1 Posts

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
HILLCROSS MIDDLE
SCHOOL
Aldridge Way, Morden,
Surrey
Head: Mr. M. D. Rotherington, B.A.,
Dip. Ed.
TEL: 01-542 6936
AGE RANGE: 9 - 13 years
NO. ON ROLL: 511

Required as soon as
possible a temporary part-
time (0.5) teacher to assist
in science throughout the
school.
London Allowance £834.

Application forms and
further particulars of the
post are available from the
Headmaster at the above
address. Please enclose a
stamped addressed en-
velope.

DEPUTY HEADSHIPS
**Second Masters/
Mistresses**

DORSET
CANFORD HEATH MIDDLE
SCHOOL
Canford Heath, Dorset
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

Applicants should be prac-
tising Catholics and hold the
Catholic Teachers Certificate.
Previous experience would be
an advantage.
For further information
please telephone: 8834.
Application forms (2) and
further particulars (2) may
be obtained from the
Director of Education, Broad-
way, London E1 6JH. (104505)

SUFFOLK
SCHOOL
Suffolk, Suffolk
Required from September
1983, a teacher with a
degree in Education and a
minimum of 5 years' expe-
rience in the field of re-
medial work. The post is
for a full-time teacher,
working in the Remedial
Department, and will be a
permanent post. For fur-
ther details and applica-
tion forms, please contact
the Head of the Remedial
Department, 100 Rich-
mond Avenue, Rich-
mond, Surrey TW9 1LJ.
(104505)

WALTHAM FOREST
LONDON BOROUGH OF
WALTHAM FOREST
An Equal Opportunity
School

The Borough is within easy
reach of Central London and
bordered by Epping Forest.
The school has a large area
of land and a large scale
production.

KIRKLEES

METROPOLITAN COUNCIL
BIRDESDALE FIRST SCHOOL
Fenton Road, Birdestale,
Huddersfield
(REF: 58)
Required from 28 February to
31 August 1983, a temporary
teacher, SCALE 1, for a Re-
ception Class.

HIGHWORTH COUNTY FIRST
SCHOOL
Highworth, London
(REF: 53)
Required from 28 February
1983, two teachers, SCALE 1
and 2, for Reception and Year
1 classes. (a) and (b) and
Application forms and
further particulars from the
Director of Education, County
Hall, Highworth, London
W12 8PP. Closing date: 11th
February 1983. (104505)

LONDON
HIGHGATE JUNIOR SCHOOL
Highgate, London
Required from September 1983
an assistant teacher to teach
general subjects to boys aged
7 to 10. The ability to help
with the school's work in an
added recommendation and
to take a full part in the
possibility of a recommendation
to take a full part in the
Highgate School Salary
Scale.

Applications with curriculum
statements and two references
addressed to the Headmaster,
Highgate Junior School, 10
Highgate Road,

SECONDARY ENGLISH

continued

HUMBERSIDE

EDUCATION COMMITTEE

SCOTCHBURN DIVISION

COMPTON DRIVE

FOOTBALL CLUB

Head Teacher: C. Buck

No. on Roll: 1050

Temporary Scale 1

Teacher of English and

Languages, to teach

English, French and

Latin. The successful

candidate will be

responsible for the

teaching of these

subjects. Applications

should be sent to the

Headmaster, 15th

January, 1983.

(0454) 132422

HUMBERSIDE

EDUCATION

DEPARTMENT

EAST RIDING DIVISION

ENGLISH TEACHER

Required for 1983

to teach English

to Year 10 and 11

pupils. The successful

candidate will be

responsible for the

teaching of these

subjects. Applications

should be sent to the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

KINGSTON UPON

THAMES

ROYAL BOROUGH OF

KINGSTON UPON THAMES

EDUCATION COMMITTEE

SCOTCHBURN DIVISION

COMPTON DRIVE

FOOTBALL CLUB

Head Teacher: C. Buck

No. on Roll: 1050

Temporary Scale 1

Teacher of English and

Languages, to teach

English, French and

Latin. The successful

candidate will be

responsible for the

teaching of these

subjects. Applications

should be sent to the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

WALTHAM FOREST

THAMES

ROYAL BOROUGH OF

WALTHAM FOREST

EDUCATION COMMITTEE

SCOTCHBURN DIVISION

COMPTON DRIVE

FOOTBALL CLUB

Head Teacher: C. Buck

No. on Roll: 1050

Temporary Scale 1

Teacher of English and

Languages, to teach

English, French and

Latin. The successful

candidate will be

responsible for the

teaching of these

subjects. Applications

should be sent to the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

January, 1983.

(0454) 132422

Application forms

and further details

available from the

Headmaster, 15th

KENT

COUNTY COUNCIL

EDUCATION COMMITTEE

SCOTCHBURN DIVISION

COMPTON DRIVE

FOOTBALL CLUB

Head Teacher: C. Buck

No. on Roll: 1050

Temporary Scale 1

Teacher of English and

Languages, to teach

English, French and

Latin. The successful

candidate will be

responsible for the

teaching of these

subjects. Applications

SECONDARY MODERN LANGUAGE
continued

HAMPSHIRE
OAK FARM SCHOOL
Farnborough, Hampshire
Comprehensive mixed 11-16
N.O.R. 170
Required for April 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Oak Farm School, Farnborough, Hampshire.

OXFORDSHIRE
COUNTY COUNCIL
WALLINGFORD SCHOOL
Oxford, Oxfordshire
Comprehensive mixed 11-16
N.O.R. 140
Required for April 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Wallingford School, Oxford, Oxfordshire.

TEACH ON EXCHANGE IN EUROPE
See vacancies appointments 135620 (66007) 135620

HAMPSHIRE
COUNTY COUNCIL
WALLINGFORD SCHOOL
Oxford, Oxfordshire
Comprehensive mixed 11-16
N.O.R. 140
Required for April 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Wallingford School, Oxford, Oxfordshire.

Scale 1 Posts

CAMBRIDGESHIRE
HUNTINGDON AREA
ST. PETER'S SCHOOL
Huntingdon, Cambridgeshire
Comprehensive, 1400 on roll
Headmaster: W. C. Thomas JP BA
Graduate (Scale 1) required for September 1983. Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, St. Peter's School, Huntingdon, Cambridgeshire.

Scale 1 Posts

ESSEX
THURLEIGH SCHOOL
Thurleigh, Essex
Comprehensive mixed 11-16
N.O.R. 140
Required for April 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Thurleigh School, Thurleigh, Essex.

Scale 1 Posts

ESSEX
THURLEIGH SCHOOL
Thurleigh, Essex
Comprehensive mixed 11-16
N.O.R. 140
Required for April 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Thurleigh School, Thurleigh, Essex.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

BIRMINGHAM EDUCATION DEPARTMENT

WASHWOOD HEATH
Bury Lane, Birmingham
Comprehensive mixed 11-16
N.O.R. 140
Required for April 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Washwood Heath School, Bury Lane, Birmingham.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

ROTHERHAM METROPOLITAN COUNCIL

COMPREHENSIVE SCHOOL
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Rotherham Metropolitan Council, Rotherham.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

DORSET

SECONDARY SCHOOL
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Dorset Secondary School, Dorset.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

CAMBRIDGESHIRE

THE CAMBRIDGE SCHOOL
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, The Cambridge School, Cambridge.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

DONCASTER

HUNGERFORD SCHOOL
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Hungerford School, Doncaster.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

SECONDARY PASTORAL

BARKING AND DAGENHAM
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Barking and Dagenham, Barking and Dagenham.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

KENT

EDUCATION DEPARTMENT
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Kent Education Department, Kent.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

NORTHUMBERLAND

EDUCATION DEPARTMENT
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Northumberland Education Department, Northumberland.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

ESSEX

EDUCATION DEPARTMENT
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Essex Education Department, Essex.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

BERKSHIRE

EDUCATION DEPARTMENT
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Berkshire Education Department, Berkshire.

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Scale 1 Posts

Cheshire
Application forms (send s.a.s.) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.
SCALE 2 POST
Sandbach High, Middlewich Road, Sandbach CW11 9EB
(RE-ADVERTISEMENT)
From Easter, 1983, in these Advanced Level work, an interest in electronic and the application of microcomputers would be an advantage. A Scale 2 post may be available to a suitable candidate.
Closing date 3rd February 1983.
SCALE 1 POST
Winford, Woodford Lodge Comprehensive, Woodford Lane West, Winford
Purpose built, 11-16 Comprehensive (1900 on roll, 130 in 6th Form) opened in 1971, and enjoying excellent results in all departments.
Candidates should be of high ability and have a good command of English. Closing date for applications: 15th February 1983.

WATKINS
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Watkins, Watkyns.

ile Inner London Education Authority
Secondary Vacancies
The Authority would be pleased to receive applications from suitably qualified teachers to Scale 1 posts in the following subjects:
Home Economics Mathematics Office Skills
Posts in the Authority's teaching service carry an Inner London Allowance of £834 p.a. in addition to the Burnham Salary.
The appropriate application form may be obtained from The County Hall, London SE1 7SD. Tel: 01-633 2101/7427. Please state whether you are seeking a first teaching appointment.
ILE is an equal opportunities employer.

Lancashire County Council
Unless otherwise stated, the following are required for 1st May, 1983. The closing date is 3rd February, 1983.
Secondary Schools
Formal details from the Headteacher at the school, SAE please.
COLNE PRIMET HIGH
Dun Street, Colne
(Mixed 11-16; Comp. 916 on Roll)
SCALE 4 - HEAD OF ENGLISH/ENGLISH
RE-ADVERTISEMENT
LANCASTER OUR LADY'S RC HIGH
Morecambe Road, Lancaster
(1,078 on Roll; 11-16 Mixed Comp)
SCALE 2 - IN CHARGE OF METAL WORK IN THE CRAFT DESIGN & TECHNOLOGY DEPARTMENT
WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH
Todd Lane North, Lostock Hall, Preston
(841 on Roll)
SCALE 2 - HEAD OF COMPUTER STUDIES
LANCASTER OUR LADY'S RC HIGH
Morecambe Road, Lancaster
(1,078 on Roll; 11-16 Mixed Comp)
TWO POSTS:
1. SCALE 1 - RELIGIOUS EDUCATION, CATHOLIC TEACHERS' CERTIFICATE PREFERRED
2. SCALE 1 - PHYSICS
LEYLAND WELFIELD HIGH
Yewlands Drive, Leyland, Preston
(880 on Roll)
SCALE 1 ENGLISH
WALTON-LE-DALE LOSTOCK HALL COUNTY HIGH
Todd Lane North, Lostock Hall, Preston
(842 on Roll)
As soon as possible
SCALE 1 - HISTORY
RE-ADVERTISEMENT
CHORLEY HOLY CROSS RC HIGH (AIDED)
Burg Lane, Chorley
(1,180 on Roll; 11-16 Mixed)
SCALE 1 - CRAFT, DESIGN, TECHNOLOGY, INCLUDING METALWORK
BLACKBURN PLECKGATE HIGH
Pleckgate Road, Blackburn
(1,303 on Roll; Mixed 11-16)
SCALE 1 - GERMAN
Lancashire County Council is an Equal Opportunities employer.

BIRMINGHAM EDUCATION DEPARTMENT
11-16 Mixed, Approx. 1050 on roll
Required for September 1983.
Candidates should be of high ability and have a good command of English.
Closing date for applications: 15th February 1983.
For details apply to the Headmaster, Birmingham Education Department, Birmingham.

PHYSICAL EDUCATION/KEEP FIT TEACHERS EXTRA EARNING OPPORTUNITY
Are you fully trained and interested in working part-time for a go-ahead national company with a household name? If you have 2 FREE evenings a week and would like to earn some extra money then write before 4 February enclosing your CV to Box No. TES.004528, The Times, WC1X 8EZ.
All replies will be treated in the strictest confidence.

SPECIAL EDUCATION

continued

Scale 1 Posts

AVON COUNTY

RAVENHILL SCHOOL
Haywards Road, Weston-super-Mare, Somerset, BS23 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Ravenhill School, Haywards Road, Weston-super-Mare, Somerset, BS23 3AA. Closing date: 15th February 1983.

BERKSHIRE

EVESHAM SCHOOL
N.C.S. 9, Evesham, Gloucestershire, GL8 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Evesham School, N.C.S. 9, Evesham, Gloucestershire, GL8 3AA. Closing date: 15th February 1983.

BROMLEY

LONDON BOROUGH OF BROMLEY
Bromley, Kent, BR1 3JL.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Bromley School, Bromley, Kent, BR1 3JL. Closing date: 15th February 1983.

BEXLEY

LONDON BOROUGH OF BEXLEY
Bexley, Kent, DA1 1JL.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Bexley School, Bexley, Kent, DA1 1JL. Closing date: 15th February 1983.

CAMBRIDGESHIRE

ELANDON SCHOOL
Elandon, Cambridgeshire, CB2 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Elandon School, Elandon, Cambridgeshire, CB2 3AA. Closing date: 15th February 1983.

CHESHIRE

EDWORTH SCHOOL
Edworth, Cheshire, M20 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Edworth School, Edworth, Cheshire, M20 3AA. Closing date: 15th February 1983.

DEVON

ST. FRANCIS SCHOOL
St. Francis, Devon, PL1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, St. Francis School, St. Francis, Devon, PL1 3AA. Closing date: 15th February 1983.

DORSET

LONGSEPPER SCHOOL
Longsepper, Dorset, DT1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Longsepper School, Longsepper, Dorset, DT1 3AA. Closing date: 15th February 1983.

GLoucestershire

WATERSIDE SCHOOL
Waterside, Gloucestershire, GL8 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Waterside School, Waterside, Gloucestershire, GL8 3AA. Closing date: 15th February 1983.

ENFIELD

LONDON BOROUGH OF ENFIELD
Enfield, London, EN1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Enfield School, Enfield, London, EN1 3AA. Closing date: 15th February 1983.

LINGFIELD HOSPITAL SCHOOL

Lingfield, Surrey RH7 6PW
Headmaster - Mr. D. Evans

We require a

TEMPORARY TEACHER

For the period

21st February to 27th May 1983

We are looking for a lively and enthusiastic teacher for a group of young E.S.N. (S) pupils. Applicants must have a genuine interest in children with multiple handicaps and some experience in teaching children of nursery/first school ages with learning difficulties.

Salary Burnham Scale 1 plus Special Schools Allowance, plus London Weighting.

Vacancy due to present teacher taking Maternity Leave.

Application forms from Headmaster at the above address.

ESSEX

EDITH BORTHWICK SCHOOL
Edith Borthwick, Essex, SS1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Edith Borthwick School, Edith Borthwick, Essex, SS1 3AA. Closing date: 15th February 1983.

GLoucestershire

WATERSIDE SCHOOL
Waterside, Gloucestershire, GL8 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Waterside School, Waterside, Gloucestershire, GL8 3AA. Closing date: 15th February 1983.

HAMPSHIRE

WATERSIDE SCHOOL
Waterside, Hampshire, SO1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Waterside School, Waterside, Hampshire, SO1 3AA. Closing date: 15th February 1983.

HARINGEY

PROGRESS WITH HUMANITY
Haringey, London, N11 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Progress with Humanity, Haringey, London, N11 3AA. Closing date: 15th February 1983.

HAVERING

LONDON BOROUGH OF HAVERING
Havering, London, IG11 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Havering School, Havering, London, IG11 3AA. Closing date: 15th February 1983.

HEREFORDSHIRE

BODENHAM MANOR SCHOOL
Bodenham Manor, Herefordshire, HR1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Bodenham Manor School, Bodenham Manor, Herefordshire, HR1 3AA. Closing date: 15th February 1983.

HERTFORDSHIRE

NATIONAL CHILDREN'S SCHOOL
Hertfordshire, SG1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, National Children's School, Hertfordshire, SG1 3AA. Closing date: 15th February 1983.

HARINGEY

PROGRESS WITH HUMANITY
Haringey, London, N11 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Progress with Humanity, Haringey, London, N11 3AA. Closing date: 15th February 1983.

GLoucestershire

WATERSIDE SCHOOL
Waterside, Gloucestershire, GL8 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Waterside School, Waterside, Gloucestershire, GL8 3AA. Closing date: 15th February 1983.

HAMPSHIRE

WATERSIDE SCHOOL
Waterside, Hampshire, SO1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Waterside School, Waterside, Hampshire, SO1 3AA. Closing date: 15th February 1983.

HARINGEY

PROGRESS WITH HUMANITY
Haringey, London, N11 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Progress with Humanity, Haringey, London, N11 3AA. Closing date: 15th February 1983.

HAVERING

LONDON BOROUGH OF HAVERING
Havering, London, IG11 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Havering School, Havering, London, IG11 3AA. Closing date: 15th February 1983.

HEREFORDSHIRE

BODENHAM MANOR SCHOOL
Bodenham Manor, Herefordshire, HR1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, Bodenham Manor School, Bodenham Manor, Herefordshire, HR1 3AA. Closing date: 15th February 1983.

HERTFORDSHIRE

NATIONAL CHILDREN'S SCHOOL
Hertfordshire, SG1 3AA.
A teacher is required for a full-time post in the school. The successful candidate will be responsible for the teaching of English, Science and Mathematics. The post is available from September 1983. Applications should be sent to the Headmaster, National Children's School, Hertfordshire, SG1 3AA. Closing date: 15th February 1983.

APPOINTMENTS IN SCOTLAND

EDINBURGH MERCHANT COMPANY SCHOOL
GEORGE WATSON'S COLLEGE

Modern Languages Head of Department

Applications are invited for the post of Principal Teacher of French and Head of Modern Languages Department from Monday, 22nd August, 1983. The Department has thirteen members of staff. French, German, Spanish and Russian are all taught. Candidates should offer French and one of these languages, and must be registered with the General Teaching or eligible for registration.

Salary according to the National Scales. A Responsibility Allowance (present assessment £200). Applications giving age, education, training experience and interests, accompanied by one or two testimonials and the names of three referees, should be sent to The Principal, George Watson's College, Colinton Road, Edinburgh EH10 5EG by Friday, 4 February, 1983.

BORDERS REGIONAL COUNCIL

Invites applications for the following:

EDUCATION

PRIMARY SCHOOLS

PROMOTED POST

HEAD TEACHER

EARLSTON PRIMARY SCHOOL

(Responsibility Payment £2,801 per annum). Closing date: 7 February 1983.

TEACHING POST

TEACHER OF INFANTS

KINGSLAND PRIMARY SCHOOL, PEEBLES (Temporary)

SECONDARY SCHOOLS

TEACHING POSTS

JEDBURGH GRAMMAR SCHOOL (Roll 635)

TEACHER OF PHYSICAL EDUCATION (GIRLS' CLASSES)

TEACHER OF TECHNICAL EDUCATION

EYEMOUTH HIGH SCHOOL (Roll 670)

SUPPLY TEACHING

TEACHER OF ENGLISH

TEACHER OF MATHEMATICS

TEACHER OF SCIENCE

TEACHER OF HISTORY

TEACHER OF ARTS

TEACHER OF MUSIC

TEACHER OF PE

TEACHER OF RELIGIOUS EDUCATION

TEACHER OF CITIZENSHIP

TEACHER OF PSYCHOLOGY

TEACHER OF ECONOMICS

TEACHER OF SOCIAL STUDIES

TEACHER OF FOREIGN LANGUAGES

TEACHER OF MODERN LANGUAGES

TEACHER OF CLASSICAL LANGUAGES

TEACHER OF LITERATURE

TEACHER OF DRAMA

TEACHER OF FILM

TEACHER OF TELEVISION

TEACHER OF RADIO

TEACHER OF JOURNALISM

TEACHER OF PHOTOGRAPHY

TEACHER OF COMPTON

TEACHER OF ELECTRONICS

TEACHER OF MECHANICS

TEACHER OF CHEMISTRY

TEACHER OF PHYSICS

TEACHER OF BIOLOGY

TEACHER OF GEOGRAPHY

TEACHER OF HISTORY

TEACHER OF ECONOMICS

TEACHER OF SOCIAL STUDIES

TEACHER OF PSYCHOLOGY

TEACHER OF CITIZENSHIP

TEACHER OF RELIGIOUS EDUCATION

TEACHER OF MODERN LANGUAGES

TEACHER OF CLASSICAL LANGUAGES

TEACHER OF LITERATURE

TEACHER OF DRAMA

TEACHER OF FILM

TEACHER OF TELEVISION

TEACHER OF RADIO

TEACHER OF JOURNALISM

TEACHER OF PHOTOGRAPHY

TEACHER OF COMPTON

TEACHER OF ELECTRONICS

TEACHER OF MECHANICS

TEACHER OF CHEMISTRY

TEACHER OF PHYSICS

TEACHER OF BIOLOGY

TEACHER OF GEOGRAPHY

TEACHER OF HISTORY

TEACHER OF ECONOMICS

TEACHER OF SOCIAL STUDIES

TEACHER OF PSYCHOLOGY

TEACHER OF CITIZENSHIP

TEACHER OF RELIGIOUS EDUCATION

TEACHER OF MODERN LANGUAGES

TEACHER OF CLASSICAL LANGUAGES

TEACHER OF LITERATURE

TEACHER OF DRAMA

TEACHER OF FILM

TEACHER OF TELEVISION

TEACHER OF RADIO

TEACHER OF JOURNALISM

TEACHER OF PHOTOGRAPHY

TEACHER OF COMPTON

TEACHER OF ELECTRONICS

TEACHER OF MECHANICS

TEACHER OF CHEMISTRY

TEACHER OF PHYSICS

TEACHER OF BIOLOGY

TEACHER OF GEOGRAPHY

TEACHER OF HISTORY

TEACHER OF ECONOMICS

TEACHER OF SOCIAL STUDIES

TEACHER OF PSYCHOLOGY

TEACHER OF CITIZENSHIP

TEACHER OF RELIGIOUS EDUCATION

TEACHER OF MODERN LANGUAGES

TEACHER OF CLASSICAL LANGUAGES

TEACHER OF LITERATURE

TEACHER OF DRAMA

TEACHER OF FILM

TEACHER OF TELEVISION

TEACHER OF RADIO

TEACHER OF JOURNALISM

TEACHER OF PHOTOGRAPHY

TEACHER OF COMPTON

TEACHER OF ELECTRONICS

TEACHER OF MECHANICS

TEACHER OF CHEMISTRY

TEACHER OF PHYSICS

TEACHER OF BIOLOGY

TEACHER OF GEOGRAPHY

TEACHER OF HISTORY

TEACHER OF ECONOMICS

TEACHER OF SOCIAL STUDIES

TEACHER OF PSYCHOLOGY

TEACHER OF CITIZENSHIP

TEACHER OF RELIGIOUS EDUCATION

TEACHER OF MODERN LANGUAGES

TEACHER OF CLASSICAL LANGUAGES

TEACHER OF LITERATURE

TEACHER OF DRAMA

TEACHER OF FILM

TEACHER OF TELEVISION

TEACHER OF RADIO

TEACHER OF JOURNALISM

TEACHER OF PHOTOGRAPHY

TEACHER OF COMPTON

TEACHER OF ELECTRONICS

TEACHER OF MECHANICS

TEACHER OF CHEMISTRY

TEACHER OF PHYSICS

BERKHAMSTED SCHOOL

(Independent)
730 boys - Day and Boarding

There are two vacancies for September 1983 for teachers of:

1. PHYSICS
2. ENGLISH

Sixth Form work can be offered in both these posts to suitably qualified candidates. The Science Building has recently been extended to provide for computing and electronics. Burnham Scale 2 with Outer London Allowance. Accommodation available. Apply by letter (no forms) with details of career and names of referees to The Headmaster, Berkhamsted School, Berkhamsted, Herts. HP4 2BE.

LONGRIDGE TOWERS SCHOOL

(Formerly St. Mary's Convent)
BERWICK-UPON-TWEED

ENGLISH FRENCH ART INFANTS/JUNIORS RESIDENT NURSING SISTER/ ASSISTANT HOUSEMISTRESS

Applications are invited from suitably qualified, experienced and dedicated persons for the above posts, which were previously held by Sisters of the Ursulines of Jesus. The day and boarding school will become interdenominational, co-educational and lay staffed when the nuns withdraw at the end of the present academic year. The first 3 posts (which could be full- or part-time) will involve tuition to O, Scottish Higher and A Level; candidates' ability to teach a second subject to a high standard would be welcomed, as would their willingness to assist with extra-curricular activities.

Salary on appropriate scales according to qualifications and experience. Letters of application (stating whether for full or part-time post) with full curriculum vitae and names of 2 referees to Dr. M. J. Barron, Box No. T68 804520 The Times WC1X 8EZ by 28th January, 1983.

Penrhos College

Colwyn Bay, North Wales
Independent Boarding and Day School, 300 girls

GEOGRAPHY

HEAD OF DEPARTMENT - SCALE 2

Graduate needed for September 1983. An excellent opportunity for a well qualified enthusiastic candidate. Willingness and ability to contribute to outdoor pursuits a definite asset.

ENGLISH

ASSISTANT - SCALE 1

Graduate needed for September 1983. To join a forward looking team with opportunity to teach to all levels.

NEEDLEWORK

ASSISTANT - SCALE 1

Graduate needed for September, 1983. Creativity plus high level of competence required. Ideal candidate will have the ability to forge links with other departments.

Penrhos has a strong academic programme but believes that education extends far beyond the classroom. All candidates will have the ability and willingness to contribute strongly to the extra-curricular programme and successful ones are likely to be willing to be resident. Newly qualified teachers are welcome to apply for the English and Needlework posts. All applications should be sent to the Headmaster enclosing a curriculum vitae and names of three referees.

ARDINGLY COLLEGE

Haywards Heath, West Sussex

HMC: 330 Boarding Boys

50 Day Boys

50 Day Girls (at 13 & 16)

180 in Sixth Form

HEAD OF MODERN LANGUAGES

French or German or both

HEAD OF ART

History of Art desirable

HEAD OF ELECTRONICS

HEAD OF COMPUTER STUDIES

TWO BRAND NEW VENTURES TO PIONEER

For further information please write to the Headmaster, to whom all applications, together with full curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent by end of January.

INDEPENDENT SCIENCE

continued

LONDON

FOURTH SCHOOL

(Independent) 100 boys

Science specialist is required to teach entry levels, O, GCSE and A level. Good teacher must have experience in teaching and/or research. Salary Scale 2. Subsidised accommodation available. Further details on request.

Apply with c.v. and references to Warden from whom further particulars are available. (06913) 184824

NORFOLK

THEFTON GRAMMAR SCHOOL

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

NORWICH

NORWICH SCHOOL

(Independent, co-educational, 11-18)

Owing to retirement there is a vacancy for a graduate teacher of Physics from September 1983 for a graduate teacher of Physics from September 1983. Salary Scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

PERTSHIRE

STATHALLAN SCHOOL

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SOMERSET

TAUNTON SCHOOL

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

SUSSEX

LANCING COLLEGE

(Independent, co-educational, 11-18)

Required for September 1983, a graduate to take charge of the school. Further details available upon receipt of salary scale 11 plus Norfolk allowance of 2445.

Applications, including a curriculum vitae and two referees, should be submitted to the Headmaster, The Grammar School, Thefton, Norfolk. (04181) 184824

S

OVERSEAS

continued

English Language Centre

University of Petroleum & Minerals
Dhahran, Saudi Arabia

The ELC is responsible for preparing approximately 1000-1400 male students per year for study in all-English-medium technical courses leading to Bachelors Degrees in Science, Engineering and Management. The centre currently employs some 70 Teachers (British, American, Canadian and Australian) and is expected to expand. The programme is biased towards English for academic purposes. Well-equipped language labs, an audio-visual studio and 60 computer assisted instruction terminals form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced Teachers of English as a foreign language from September 1983. Applicants should be willing to teach in a structured, intensive programme which is continually evolving and they are encouraged to contribute ideas and materials.

QUALIFICATIONS:

1. M.A. in TEFL/TESL or Applied Linguistics.
2. Postgraduate Diploma in TEFL or TESL from a recognised University.
3. Postgraduate Certificate in Education (TEFL/TESL).

EXPERIENCE:

Minimum two years' teaching experience in TEFL/TESL overseas.

STARTING SALARY:

Depending on qualifications and experience. Salary is free of Saudi taxes.

ADDITIONAL BENEFITS:

1. Rent-free, air-conditioned furnished accommodation. All utilities provided.
2. Gratuity of one month's salary for each year worked, payable on completion of first contract.
3. Two month's paid summer leave each year.
4. Attractive educational assistance grants for school-age dependent children.
5. Transportation allowance.
6. Possibility of selection for University's ongoing summer programme and evening programme with good additional compensation.
7. Outstanding recreational facilities.
8. Air fares, excess baggage allowance and per diems paid at beginning, middle and end of contract.

CONTRACT:

For two years renewable. Write for an application form quoting this advertisement and include a complete curriculum vitae (it is vital that you include this information, and only this information, at this stage) to:

Dean Of Faculty & Personnel Affairs,
University of Petroleum & Minerals,
P.O. Box 144, Dhahran International Airport,
Dhahran, SAUDI ARABIA.



military aviation background

Chief Instructor

- Maths/Science ● Middle East
- Substantial tax free salary

This appointment is with a large British organisation closely involved with an established military/technical college in the Middle East.

Applicants should be aged 35-45 and have a first degree in an appropriate scientific discipline with mathematics at least to subsidiary standard. You should have extensive teaching experience, preferably as Head of Department within a military/technical establishment. Experience of training management, course design and electronics would be advantageous.

A very substantial tax free salary is offered plus regular fare-paid passages to the UK, free medical service, excellent range of recreational facilities, free mess and accommodation. Write with full personal and career details to the address below quoting ref: M943P/TES on the envelope. Your application will be forwarded directly to the client, unopened, unless marked for the attention of our Security Manager with a note of compliance to which it should not be sent. Initial interviews will be conducted by the client.



PA Advertising
Newick United House, 73/79 King Street,
Manchester M2 2JL. Tel: 061-236 4331

A member of PA International

— ENGLISH TEACHER —

ACADEMIC YEAR 1983-84 STARTING AUGUST 1983
THE INSTITUTE OF PUBLIC ADMINISTRATION
A Government sponsored training Institute for Saudi Civil Servants

QUALIFICATIONS:

M.A. in TEFL or applied linguistics, E.S.P. experience preferred, B.A. in English or foreign language with minimum 3 years experience. Male applicants only.

CONTRACT:

One year, renewable.

SALARY:

Commensurate with degree and experience. From equivalent of £750 to £1200 monthly + ½ months salary baggage allowance. Free of Saudi Arabian taxes.

BENEFITS:

Free furnished accommodation for teacher and family. 45 days paid vacation annual plus local holidays. Free round trip ticket to point of origin each year for teacher and family. Local educational allowance for dependent children. Free public medical care. End of service bonus. Monthly transportation allowance.

Please send resume, reference to:

The Director
English Language Center
Institute of Public Administration
P.O. Box 205
Riyadh, Saudi Arabia

TFS-48

CHILE

The British Council invites applications for the following post:

EDUCATIONAL POST OVERSEAS

CHILE

Head of English Department, The British School, Punta Arenas

Reference: 83 B 15.

DUTIES: To take charge of the English Department, which spans kindergarten to secondary level (6 - 18 age range) and to teach mainly English Language to Spanish speaking pupils.

QUALIFICATIONS: Candidates, single or married, teaching couples aged 25-45, must have degrees in English and at least 5 years TEFL experience. Knowledge of Spanish useful.

SALARY: £5,000 per annum paid in local currency.

BENEFITS: Free accommodation with meals; education and medical expenses; fares and baggage allowance.

CONTRACT: 2 years, renewable.

STARTING DATE: March 1983, September 1983 considered.

For further details and an application form, please write, quoting the post reference number, to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Experienced teachers of EFL with qualification RSA PREP or International required for schools in Singapore (three) and Buenos Aires (one). Applications start March 1983. photo to teacher selection in International House, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

Teacher/Governess

A family resident in Nairobi, Kenya, seeks a Teacher/Governess, aged between 25 and 50, to look after two children: a girl aged 8 and a boy aged 4.

He or she will be required to assist with coaching to elementary and primary standard education. Previous experience in this field and as a Teacher/Governess in a domestic environment would be preferred. The position, which offers an 18 month contract, carries a tax free salary and a high standard of accommodation is provided.

Applicants must be prepared to travel with the family on business and holidays.

Interviews will be conducted in London in the near future. The successful applicant will be required to travel to Nairobi to take up the appointment soonest.

Handwritten applications should be accompanied by a detailed CV, photograph and copies of references, testimonials, diploma, etc., and should be addressed to Box No: 404, 404 Austin Knight Limited, 68a High Street, Egham, Surrey, TW20 9EY.

TURKEY

Teachers urgently required for good language schools. Must be qualified to teach English. Send CV and photo to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

KIRIBATI

The Tarawa Technical Institute invites applications for the following post: Head of English Department. Write to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

LECTURER IN MATHEMATICS

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

A degree in Mathematics or Science, a teaching qualification and extensive experience in Mathematics, Statistics, Engineering and Computing. To teach Maths and Computing. Apply to: Overseas Education Department, The British Council, 10, St. Tottenham Court Road, London W1P 0DT. (040000)

School Health Service

BUCKINGHAMSHIRE EDUCATION DEPARTMENT

AUDIOLOGIST (Burnham) (Scale 4)

Applications are invited for the post of Audiologist based in the South Bucks area. Applicants should be experienced in the deaf with additional qualifications in audiology.

Assistance with removal and fitting of hearing aids and local expenses payable in cash.

Further details and application forms may be obtained from the Education Officer (Ref. 102), 102, High Street, Aylesbury HP80 1JZ, on receipt of a.s.e.

to be returned within 14 days of the appearance of this advertisement. (04509) 580000

Applications are invited from suitably qualified candidates for the above appointment commencing at the beginning of the Autumn Term 1983. The post will be based at Lowestoft.

In addition to specialist subject responsibilities, the successful candidate will also work in the Area team as pastoral adviser to a number of primary and secondary schools. Applicants should preferably therefore have a broad experience of and interest in the full range of school curricular activities.

Application forms and further details (SAE please) may be obtained from the County Education Officer (Ref. JD), County Education Offices, Grimwade Street, Ipswich IP4 1LJ.

Closing date: 4th February 1983.

Applications are invited for the above post which will be based at Board Headquarters.

Salary scale: £16,404 x £376 (3) - £17,529 p.a.

Applicants must have a recognised Degree or such other professional qualification as is equivalent thereto and be a qualified teacher with experience as a teacher in a grant-aided school and at an appropriate level of education administration.

The Senior Education Officer (Development) will be functional Head of the Education Development Department and will report directly to the Chief Officer. Responsibilities will include development of Education and Youth Service, Transfer Procedures, oversight and co-ordination of the Advisory Service and acting as Secretary to the Education Development Committee.

The Board, which has its Headquarters at the County Hall, Ballymena, is the Education and Library Authority for most of County Antrim and the Eastern portion of County Londonderry analogous with the Local District Council areas of Antrim, Ballymena, Ballymoney, Carrickfergus, Coleraine, Larne, Magherafelt, Moyle and Newtownabbey. The area has a population of approximately 247,000 (of whom 83,000 are in full-time education) and 348 schools and institutions of further education. There are three Divisional and 32 Branch Libraries in the Board's area.

The post is open to both men and women.

Further particulars and application forms may be obtained from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182, Gallowgate Road, Ballymena, Co. Antrim, BT28 1HN (Telephone Ballymena STD 0286/3333, Ext. 242) and completed forms must be returned not later than 5.00 p.m. on Friday, 4th February, 1983.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Canvassing in any form will disqualify.

Administration Local Education Authority

LONDON

SCHOOLS ADVISER

required as soon as possible to take special responsibility for church teaching in the Diocese and to share with the Primary Schools Adviser an involvement in the whole field of education.

Salary: Burnham Scale IV.

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 480000

For further particulars apply to: The General Secretary, The Southwark Diocesan Board of Education, 48 Union Street, London SE1 1JL, to whom applications must be sent by three weeks from the date this advertisement closes (103904) 48

Somerset

SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE
EDUCATION DEPARTMENT
AREA EDUCATION OFFICER
REQUIRED

Salary Scale £15,249 to £16,443 per annum
(Head Group 10)

The successful applicant will be responsible for inspection, advice and curricular matters relating to schools in eastern Somerset. Substantial experience in primary and/or secondary education essential.

Application forms and further details available from the Chief Education Officer, Staffing NT, County Hall, Taunton, TA1 4DY. Stamped Addressed Envelope please.

Closing date for the receipt of completed application forms 4 February, 1983.

NORFOLK

County Senior General Adviser
(Soulbury-Burnham HT Group 10)

A Senior General Adviser is required to work as a member of a County team under the direction of the Senior Inspector. Applicants should have good qualifications and relevant experience in a senior post in schools or in the advisory service. In particular the Education Department is looking for someone to be responsible for the oversight and promotion of English throughout the County and to make a contribution to general aspects of curriculum and organisation for 14-19 year olds.

Adviser for Special Education Needs
(Soulbury-Burnham HT Group 8)

An Adviser for Special Education Needs is required to work as a member of a County Team under the direction of the Senior Inspector and in close collaboration with Schools Division and the Schools Psychological Service. Applicants should have good qualifications and relevant experience.

Application forms and further details for the above 2 posts on receipt of a.s.e. from County Education Officer, Room 5, County Hall, Mermaid Lane, Norwich NR1 2DL to be returned by 4th February, 1983.

CAMBRIDGESHIRE

EDUCATION DEPARTMENT
Applications are invited for the following posts:

(1) ASSISTANT EDUCATION OFFICER (SCHOOLS)
Minimum £12,600 pa.

(2) ASSISTANT EDUCATION OFFICER (FE)
Minimum £12,500 pa.

(3) ASSISTANT EDUCATION OFFICER (NORTHERN AREA)
Minimum £11,000

Salaries currently under review following evaluation.

Posts 1 and 2 based in Cambridge.

Post 3 initially in Peterborough.

Candidates must be graduates with relevant teaching experience; previous educational management experience an advantage.

Full details about posts and application forms from: Chief Education Officer, Shire Hall, Cambridge.

Closing date 11th February, 1983.

Please state which details required.

Senior Education Inspector

- SPECIAL EDUCATION

LINCOLN

BHTG10E15,249-£16,443

Applications are invited for the post of Senior Education Inspector for Special Education from well qualified and experienced teachers/lecturers. Experience at a senior level in the education of children with special educational needs is essential. Advisory experience would be an added advantage. The person appointed will be expected to take up his/her duties on 1 April 1983 or as soon as possible thereafter.

Application forms and further details are available from the Personnel and Management Services Officer, County Offices, Lincoln (telephone Lincoln (0522) 24462).

Please quote ED 7001.

Closing date: 4 February, 1983.

Lincolnshire
County Council

ile Inner London Education Authority

Chief Inspector

Salary £26,307-£29,088

Inclusive of £1,284 London Weighting Allowance

This post will become vacant on 1 September 1983 with the retirement of the present holder. The Chief Inspector is responsible for defining, maintaining and promoting proper professional standards in all educational institutions maintained by the Authority, for the professional management of the inspectorate and schools' psychological service and providing professional support to the Education Officer. The Chief Inspector leads a team of 135 Inspectors and through the Principal Educational Psychologist, is responsible for the work of 84 educational psychologists. The Chief Inspector and the three Deputy Education Officers form the senior management team directly responsible to the Education Officer.

The successful applicant will have had extensive and varied teaching experience in schools and/or in further and higher education, and will have held a senior position; the successful applicant will also desirably have worked in an advisory or inspectorial capacity, preferably as a leader of a team.

Application forms and further details obtainable from the Education Officer (EO/Estab 1b) Room 366, County Hall, London SE1 7PB. Completed applications to be returned to the above office by 4 February 1983.

ILEA is an equal opportunities employer.

EDUCATION COMMITTEE

Chief Administrative Officer

£14,160-£15,423 pa Inc

The Authority is seeking to fill this senior post, which becomes vacant on 1 April 1983, from candidates with varied and substantial experience in Education Administration. The successful candidate, who should be suitably qualified (degree, DMA, DPA or similar), will be responsible to the Director of Education for organisation and management of the Education Office and for the administrative processes throughout the Service.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER. APPLICATIONS ARE WELCOME FROM CANDIDATES REGARDLESS OF RACE, NATIONALITY, ETHNIC OR NATIONAL ORIGINS, AGE, MARITAL STATUS, SEX, SEXUAL ORIENTATION AND FROM REGISTERED DISABLED PERSONS.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex; returnable by 14 February. Telephone 01-803 0371 (24 hour Answerphone service). Reference number E771 must be quoted.

London Borough of
BRENT

Education Committee

Materials Development Officers (2 posts)

£9405-£9978 p.a. inc.

Two experienced and qualified (appropriate degree or equivalent diploma) people are required from March, 1983 for a unit set up to help teachers develop curricula appropriate to the needs for multicultural society and to produce relevant material. Duties will include the formation of a production team, including a technician and two trainees; responsibility for the graphics, art and photographic work of the unit; layout and production of material and provision of in-service training for teachers in material production techniques.

Brent is an equal opportunity employer. Applications are welcome from candidates regardless of race, nationality, ethnic or national origins, age, marital status, sex, sexual orientation and from registered disabled persons.

Application forms and job descriptions from the Personnel Division, Room 708, Brent House, High Road, Wembley, Middlesex; returnable by 22nd February, 1983. Telephone 01-803 0371 (24 hour Answerphone service). Reference number E778 must be quoted.

London Borough of
BRENT

London Borough of Bromley
Education Department

CAREERS OFFICER

REF: E.85

Salary Grade AP4 £7,470-£8,142
(including London Weighting)

We are seeking an enthusiastic Careers Officer to cover the full range of duties as a member of one of the teams working in schools and colleges throughout the Borough. Those who have recently qualified or who are about to complete a course of training are also invited to apply.

The Careers Service will be closing three area offices early in the New Year and will centralise its operations in refurbished premises in the middle of Bromley. A major review of the management structure has taken place. The application of computers to facilitate the matching progress into work and into YTS will be an important feature of the new structure. A comprehensive information resource for public use is also in the process of development. Would you like to join us?

Application forms from Assistant Chief Executive (Bromley), Civic Centre, Bromley, Tel: 01-484 3333 Ext. 3318.

Closing date: 4th February, 1983.

London Borough of
Bromley

Education

Assistant Education Officer

(Further Education)

Applications are invited from suitably qualified and experienced candidates for the above post in the Education Department. Applicants should be graduates with teaching experience. Preference will be given to candidates with administrative experience in a Local Authority Education Department. Duties will include considerable work in developing the Authority's response to the Youth Training Scheme from September 1983. This post qualifies for Essential User Car Allowance and the Authority also operates a Car Loan Scheme. Approved removal expenses paid. Previous applicants need not re-apply.

Salary P02 (a) £11,858 - £13,116 points 43-46, with the possibility of extension to point 48, currently £13,740 p.a.

Application forms obtainable from D. P. J. Browning, MA, Chief Education Officer, County Hall, Bedford, Telephone: 03222, Ext. 353.

Closing date 31st January, 1983.

Applications from suitably qualified and/or experienced disabled persons will also be considered.

Bedfordshire
COUNTY COUNCIL

General Adviser for Tertiary (16+) Education

Salary Burnham Headteacher Group 8 £13,842-£16,018
Inclusive of London Weighting

This is a new and important post; you will have a major role in promoting curriculum development across the 16+ stage, including the Youth Training Scheme, and in developing links with the Careers Service, the Youth and Community Service and external agencies.

You should be well qualified, have substantial experience in further education and be able to offer specialist expertise within a major curricular area such as Business Studies, Science or Technology. An essential User Car Allowance will be payable.

Application forms and further details from the Assistant Controller of Education Services (Admin), P.O. Box 22, Education Department, Civic Centre, Harrow, Middx. HA1 2UW. Tel: 01-863 6611; Ext. 2307/8 quoting reference 4811. Closing date: 4th February, 1983.

Harrow Education

THE TIMES EDUCATIONAL SUPPLEMENT 21.1.83

ADMINISTRATION LEA

continued

BUCKINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

CAREERS INFORMATION

OFFICER

Salary Scale £01 (£8,658 -

£10,071 - £11,154)

Applications are invited for

this 4th tier post of Assistant

Director of Education (Further

Education). Applicants

must be graduates with

teaching experience and

experience in an Education De-

partment.

Salary Scale: £11,858 -

£13,116 (P.02, Range 3 (a))

plus London Weighting. In addition

to specific responsibilities

Education Officer will be

responsible for the

Administration of the

Education Service. The

Assistant Director will be

expected to make a wide

contribution as a member of the

Education Committee. Further

particulars of the post are

available from the Director

of Education, Town Hall and

Civic Centre, Stratford-upon-Avon

CV34 4JF. Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

SUNDERLAND

BOROUGH OF SUNDERLAND

EDUCATION DEPARTMENT

FURTHER EDUCATION

OFFICER

Applications are invited for

this 4th tier post of Assistant

Director of Education (Further

Education). Applicants

must be graduates with

teaching experience and

experience in an Education De-

partment.

Salary Scale: £11,858 -

£13,116 (P.02, Range 3 (a))

plus London Weighting. In addition

to specific responsibilities

Education Officer will be

responsible for the

Administration of the

Education Service. The

Assistant Director will be

expected to make a wide

contribution as a member of the

Education Committee. Further

particulars of the post are

available from the Director

of Education, Town Hall and

Civic Centre, Stratford-upon-Avon

CV34 4JF. Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

February, 1983.

Applications should be

returned to the Director of

Education, Stratford-upon-Avon

CV34 4JF. Closing date: 4th

